



UConn
UNIVERSITY OF CONNECTICUT

UConn DIVERSITY: A TASK FORCE REPORT

AUGUST 2015

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“The University of Connecticut is dedicated to excellence demonstrated through national and international recognition. Through freedom of academic inquiry and expression, we create and disseminate knowledge by means of scholarly and creative achievements, graduate and professional education, and outreach.

With our focus on teaching and learning, the University helps every student grow intellectually and become a contributing member of the state, national, and world communities. Through research, teaching, service, and outreach, we embrace diversity and cultivate leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni. As our state’s flagship public University, and as a land and sea grant institution, we promote the health and wellbeing of citizens by enhancing the social, economic, cultural, and natural environments of the state and beyond.” (University Mission Statement)

I. EXECUTIVE SUMMARY

The Diversity Task Force was charged to review, assess, and recommend strategies to improve diversity at the University of Connecticut. Through its work during the second half of the 2014-2015 Academic Year, the Task Force found considerable commitment to diversity and inclusion, including a substantial rise in diversity amongst our student population and an impressive depth and breadth of diversity in teaching, outreach and programming. The efforts to promote and enhance UConn diversity include both longstanding and newer initiatives, some campus-wide but even more at the local level, that demonstrate our desire and commitment to become a more diverse, tolerant, inclusive and equitable community. But we also face challenges. There is slower progress with respect to faculty diversification and little progress with staff diversity. In addition, there are concerns about campus climate, including overt acts of intolerance and more subtle micro-aggressions aimed at traditionally underrepresented members of our community.

Through our research, conversations and interviews with sitting Chief Diversity Officers (CDOs),¹ it became clear to the Task Force that there exists a need for a senior leadership role charged with connecting the numerous local initiatives with focused higher-level strategy, investment and accountability to achieve diversity and equity goals. The Task Force is thus pleased to offer six core recommendations:

- ▶ **Build an effective and sustainable diversity infrastructure.**
 - Hire a Chief Diversity Officer and establish a Diversity Office and website;
 - Create a Diversity Council with representation from throughout the university; and
 - Modify the name of the existing Office of Diversity and Equity (ODE) to Office of Institutional Equity (OIE).
- ▶ **Enhance recruitment and retention efforts of faculty and staff from traditionally underrepresented populations.**
- ▶ **Sustain and build upon student diversity successes.**
- ▶ **Produce consistent diversity data and information and establish a transparent system of monitoring, evaluation, and accountability.**
- ▶ **Build upon, tie together and expand multi-cultural curricula and programming.**
- ▶ **Significantly expand diversity fundraising.**

¹ CDOs interviewed from Cornell, the University of Iowa, the University of Minnesota, Rutgers, Texas A&M, UVA and VCU

II. INTRODUCTION

The 2014 academic plan—*Creating our Future: UConn’s Path to Excellence*—identifies diversity as one of four institutional core values, along with innovation, leadership and global engagement. As noted in the plan, “With these core values we remain committed to understanding and solving the most significant societal problems and approach our mission with a commitment to excellence, ethical action, and inclusiveness.”

This report—*UConn Diversity*—is the product of a 2014-2015 Diversity Task Force (see charge and members in Appendix A) and is also a historical document with multiple voices. Deepening diversity and improving campus climate have long been important objectives for the University of Connecticut. There have been multiple university-wide diversity initiatives and proposals since the turn of the century, including:

- *Report of the Diversity Action Committee (DAC) (2002)*
- *Provost’s Commission on Institutional Diversity (PCID) 2011 – 2012 Summary Report*
- *Report of the President’s Task Force on Civility and Campus Culture (2013)*
- *A Mission Toward Excellence: Diversity and Equity at UConn, 2014-2019* (A Strategic Plan for the Office of the Vice Provost for Diversity, Draft report not finalized or submitted)
- *Retention of Underrepresented Faculty and Staff*—Senate Diversity Committee Presentation to the University Senate (2015)

Each committee and task force noted above was commissioned to assess our diversity landscape and common themes emerged each time. Like this report, these prior reports note our existing efforts and structural framework aimed at achieving greater diversity and inclusion at UConn. Some also reference particular areas of strength at the University, including most notably, longstanding work of our five Cultural Centers (African American Cultural Center, Asian American Cultural Center, Puerto Rican and Latin American Cultural Center, Rainbow Center, and Women’s Center) and the scholarly work of our academic institutes focused on expanding research and teaching around globalization, area studies and diversity (Africana Studies Institute, Asian and Asian American Studies Institute, Center on Postsecondary Education and Disability, El Instituto: Institute of Latino/a, Caribbean and Latin American Studies and Human Rights Institute).

However, the prior reports also note challenges. From the *Diversity Action Committee* report in 2002 to the *Diversity Strategic Planning Committee (DSPC)* report in 2014, the consensus has been that more robust recruitment and retention efforts are needed. In particular, they stressed that we need to be more intentional about our recruitment efforts and develop mentoring and support programs to facilitate the success of new employees. More recent reports (DSPC and the *University Senate Diversity Subcommittee Presentation*) have also noted that these efforts should be incorporated into departmental agendas. That is to say that diversity must be a key component of departmental strategic planning with measurable goals and accountability. The *Provost’s Commission on Institutional Diversity* in 2011-2012 stressed the need for community development, which was the primary thrust of the *President’s Task Force on Civility and Campus Culture* (2013).

All of these prior diversity committee and task force initiatives emphasized the need to engage our faculty, staff, students and administration in collaborative, open conversations to enhance and build a vibrant and multi-cultural campus community that is inclusive, safe and welcoming. Another common theme throughout these reports (DAC, PCID and DSPC) is the development of diversity leadership courses and programs that contribute

to the retention and career development of all faculty and staff and persons from traditionally underrepresented minorities in particular.

A Task Force analysis of the 2002 *Diversity Action Committee Report* and the draft *Strategic Plan (DSPC)* of 2013 can be found in Appendix E. The members of the 2002 *Diversity Action Committee* and the 2013 DSPC initiative are listed in Appendix F. The *Provost's Commission on Institutional Diversity: 2011 – 2012 Summary Report* and its membership are listed in Appendix G. The 2014-15 *Senate Diversity Committee Report* and its membership are listed in Appendix H.

III. A VISION FOR THE UNIVERSITY OF CONNECTICUT

LEARNING FROM OUR PAST, LEARNING FROM OUR COMMUNITY: ADVANCING DIVERSITY AND EQUITY AT UCONN

Diversity encompasses the presence and participation of people who differ by age, color, ethnicity, gender, national origin, race, religion, or sexual orientation, including those with disabilities and from various socio-economic backgrounds. It encompasses not only individuals and groups, but also thoughts and attitudes. The fabric of diversity at our University must be woven within a climate in which diverse views are welcomed and respected and in which there is a commonality that comes from working together to effect constructive change. Diversity can only be sustained and supported as an integral part of institutional excellence when it is actively promoted by the entire University community as part of a larger goal of equity, shared power and responsibility.²

UConn aims to become a stronger and more inclusive institution that explicitly promotes respect and understanding, broadens participation among under-represented groups, advances cultural competence, celebrates intellectual openness and multiculturalism, and welcomes varied perspectives, experiences, and backgrounds. These values must infuse all of our programs, operations, and activities in instruction, research, and outreach. We understand that these diverse lenses enhance our mission as a public university to provide higher education to the residents of Connecticut and beyond.

To advance diversity and equity at UConn, we also must acknowledge and learn from our past. As with other academic institutions, UConn has shared a history of discrimination and structural inequality, systems of oppression that we must understand, confront, and undo. Over the years, generalized practices and overt incidents of racism and sexism have harmed some members of our community, prompted campus-wide activism for institutional change, and stimulated important conversations about the status of our campus climate. Engaging in an on-going process of learning from those community conversations is a critical element to moving diversity and equity forward at the University of Connecticut.

² Some of this paragraph comes from previous UConn committees, task force efforts and reports. This report acknowledges and builds upon those prior, collaborative campus efforts to develop a consensus-based working definition of diversity and inclusion at UConn.

Our vision is for UConn to cultivate a positive, welcoming, inclusive, and accepting campus climate for individuals from all backgrounds. This UConn culture must celebrate and recognize diverse people and ideas and embrace the voices and experiences of all members of our community. Beyond representational diversity and multiculturalism, we must also promote inclusion and understanding through the values of respect, empathy, and collaborative progress. UConn culture should be proactive in laying a strong foundation for individual and collective growth, equity, justice and civility.

IV. UCONN DIVERSITY TODAY

DIVERSITY DATA: A 10-YEAR REVIEW

UConn diversity data for the past ten years reveals both progress and challenges with respect to recruitment and retention of students, faculty and staff (see Appendix B). Critical to these efforts with respect to faculty and staff in particular is our ability to disaggregate the data down to the level where it matters most: the individual department. Producing, monitoring, and evaluating data, and ensuring accountability at the departmental level will allow us to support recruitment and retention at the level of implementation.

Recruitment, retention and graduation rates of students from traditionally underrepresented backgrounds have been the greatest areas of strength over the past ten years. In particular, undergraduate students have seen significant enrollment gains during this period, from 18.8% in fall 2005 to 28.5% in fall 2014. International student enrollment also has seen significant gains during this time period, from 1.1% in 2005 to 4.4% in 2014. Similarly, for graduate students, minority student enrollment has climbed from 13% to 16.7% since fall 2005. A review of female and male enrollment shows overall consistency, with some small variations, at approximately equal rates of male and female undergraduate and graduate students during the same time period.

The data reflect both areas of progress and areas of challenge with respect to diversification of faculty. During the ten-year time period, the total number of University faculty (permanent tenure and non-tenure track) climbed from 1,286 to 1,550. There were gains seen amongst both female and minority faculty, with female faculty increasing from 35.2% of the faculty workforce in 2004 to 39.3% of the faculty workforce in 2014. Similarly, the percentage of total minority faculty increased from 16.6% in 2004 to 22.8% in 2014. Tenure-track minority faculty increased even further, from 17.5% in 2004 to 24.5% in 2014.

However, a closer and more nuanced review of faculty diversity data during the past three years reveals that there have not been gains among all minority faculty populations, and that gains have been stronger in some Schools and Colleges more than others.³ In particular, it is notable that Black faculty as a percentage has not increased during the past ten years, and gains within Hispanic faculty have been incremental. UConn's faculty diversity is, however, consistent with its peers. For example, based on the 2015 Best Colleges Top 30 Public National schools for full-time tenured and tenure-track instructional faculty:

- UConn ranks 16th out of 30 in minority full-time tenured and tenure track instructional faculty with 21.2% minority

³ ODE has created comprehensive analyses of faculty and staff diversity data by School/College. See: <http://ode.uconn.edu/diversity/> for reports completed in 2012, 2013 and 2014.

- UConn ranks 16th out of 30 in underrepresented full-time tenured and tenure track instructional faculty with 8.1% underrepresented minorities (See Appendix B)

While UConn may be situated similarly to its peers, there clearly are gains to be made. In addition, while the total percentage of female faculty has increased during this ten-year period, female faculty remain disproportionately represented in non-tenure track positions. These types of disparities are also reflected in data showing tenure achievement—where White males are disproportionately represented.

One of the largest challenges in terms of diversity success at UConn during the past ten years has been with respect to increasing staff diversity. In the fall of 2005, the total percentage of full-time, permanent staff from minority populations was 14.6%. By the fall of 2014, the total percentage had risen by 2.3%, or to 16.9%. With respect to gender, the total percentage of female staff was 57.4% in the fall of 2005; in the fall of 2014, it was 57.8%. This is one area on campus where recruitment of male staff members would, in many departments across campus, enhance diversity. During that same time period (fall 2005 through fall 2014), the total number of University staff members climbed from 3,095 to 3,266. While there have been notable recent gains in diversity among certain staff levels and within certain departments, including within the executive administrative management level, on balance, staff diversity is the area experiencing the least attention as a diversity focal point and the fewest overall diversity gains at UConn.

CURRENT DIVERSITY EFFORTS

Early in its work, the Task Force recognized that there is a tremendous array of diversity and inclusion efforts and programming happening at UConn at a campus-wide and local level. Indeed, one of the most significant challenges faced by the Task Force was in conducting an inventory of all efforts at UConn, given the enormous volume and lack of centralization or connection between many of them. One of the most exciting challenges lies in more fully inventorying and connecting these various initiatives and efforts, which will provide greater support, enhanced communication and more consistent messaging to our students and employees. While this report notes many areas of current programming and diversity efforts, it is not possible to list all ongoing efforts comprehensively within this document. However, Appendix C attempts to capture the array of programming more fully.

In terms of faculty and staff diversity recruitment, the Provost's Office, Human Resources, and the Office of Diversity and Equity collaborate on various programming efforts to assist departments with their employee recruitment efforts. A major initiative launched by the Provost's Office this past year is to have each faculty candidate include a diversity statement in their application materials. This is a very strong message to applicants of our institutional commitment. This requirement will be extended to staff recruiting in the near future. HR, ODE and the Provost's Office work in partnership to provide a robust search committee training program and a Recruitment Ambassador program designed to assist departments by providing a view of our campus community to candidates. Early in 2014, the Provost's Office, with joint support from the Graduate School, began sponsoring two faculty per semester to travel to partner Historically Black Colleges and Universities (HBCU) and Hispanic Serving Institutions (HSI) for research seminars aimed at recruiting underrepresented faculty and graduate students. The focus has been in Science, Technology, Engineering and Mathematics (STEM) fields, and included the Departments of Physics, Ecology and Evolutionary Biology, and Geography. In addition to

unit-specific initiatives, there are also Faculty and Staff advocacy groups that meet regularly to discuss issues that impact them as members of the university community and how they can improve both the climate and the university experience. Examples of these affinity groups on campus include the Association of Latino Faculty and Staff (ALFAS) and the African American Faculty and Staff Association.

In terms of student diversity programming, the Task Force found a tremendous range of local level initiatives that have been launched over the years to address matters that impact our campus demographics, climate, and multicultural living and learning communities (see Appendix C). Much of the ongoing programming is happening within the Division of Student Affairs, including but not limited to the longstanding important work occurring under the leadership of UConn's cultural centers. The student programming and initiatives evidence a strong passion for diversity through many sections of our community. While the Task Force is aware of these numerous examples of existing programs, there are undoubtedly impactful efforts that have not even been recognized or captured by its work this year.

V. RECOMMENDATIONS

RECOMMENDATION # 1:

BUILD AN EFFECTIVE AND SUSTAINABLE DIVERSITY INFRASTRUCTURE

Chief Diversity Officer

The Task Force is impressed with the breadth of diversity efforts and programming at the University. But the need for senior leadership focused on diversity, inclusion and campus climate is also very clear. We propose the hiring of a Chief Diversity Officer (CDO) who will be located in the President's Office. A review of peer and aspirant institutions indicates that the best practice is to have the CDO at a high executive level, such as Associate Vice President or Vice President. This location enables and demonstrates a commitment to the University-wide importance of the office. It is also consistent with the guidelines developed in 2014 by the National Association of Diversity Officers in Higher Education (NADOHE), described as "Standards of Professional Practice for Chief Diversity Officers" (See Appendix D).

The Diversity Office will be the location for leadership in the development and implementation of innovative programming and be responsible, in coordination with the ongoing compliance-related efforts of ODE, for the monitoring and evaluation of diversity efforts and their efficacy. The Diversity Office must develop and maintain a vibrant and interactive UConn Diversity website that is well integrated with effective social media aimed at both students and employees and that connects the various events and initiatives occurring across the University community. There will need to be adequate staffing and a programming budget for this office to be successful. In addition to the CDO position itself, two essential positions include: 1) an assistant to the CDO; and 2) a staff member for programming. We also propose a student-led *Diversity Mentors Program* led by this office as well.

The CDO and ODE leadership should be closely aligned but with distinct charges and functions, working in close collaboration with one another. ODE should be actively involved in the Diversity Council.

Diversity Council

At the heart of the Task Force’s proposals is the formation of a UConn Diversity Council. Our work this year demonstrated a great need for significantly enhanced coordination among the many individual departments and organizations throughout the University that are working on diversity-related initiatives among students, employees, and in the greater community.

This proposal does not suggest that the council would “own,” supervise, or have authority over the various initiatives; rather, it would be a critical source of regular and robust coordination and support.

As indicated in Figure 1, our proposal is for broad representation from throughout the institution. We also propose that all schools/colleges/units with Council representation have a local diversity committee to develop specific diversity plans that are monitored and evaluated annually. The UConn Council would be chaired by the CDO and be a structure that connects ‘bottom-up’ and ‘top-down’ initiatives. To that end, for example, there should be both undergraduate and graduate student representation on the Council.

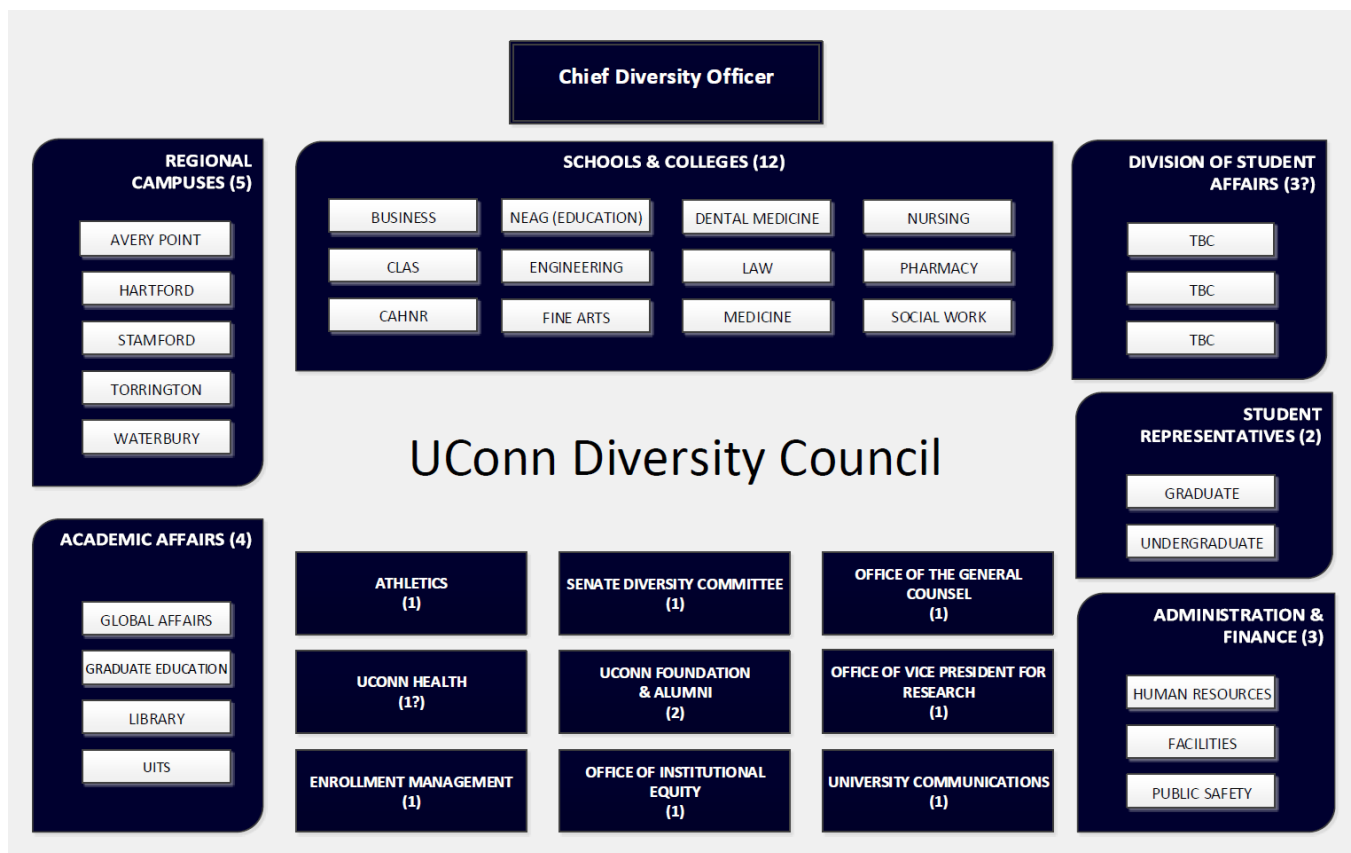


Figure 1: Proposed Diversity Council. The number of seats and representative units are suggestions. Divisions such as Student Affairs have many units within, and it the Task Force suggests the Division determine its representative units.

ODE Name Change

We propose that the name of the Office of Diversity and Equity (ODE) be modified to the Office of Institutional Equity (OIE) to enhance clarity within the University community regarding the important work and role of the office. As distinct from, but closely aligned to the work of the new CDO and Diversity Council, the name

modification to OIE will enhance clarity for the University community regarding its charge, role and responsibilities with respect to ensuring compliance with state and federal equal employment, affirmative action, and civil rights laws through training, broad review and approval within the search and hiring process, investigations of all discrimination and harassment complaints (including sexual violence, intimate partner violence and stalking), and implementation of measures intended to mitigate the effects of demonstrated discriminatory conduct.

The new Chief Diversity Officer and existing head of OIE should be in lateral and highly collaborative positions, closely aligned but with distinct charges and functions clearly explained to the entire University community.

RECOMMENDATION # 2:

IMPROVE FACULTY AND STAFF RECRUITMENT & RETENTION

It is critical for the University to continue its ongoing work and progress towards hiring and retaining an increasingly diverse and representative faculty and staff. Particular attention needs to be paid not only to recruitment but also, critically, to retention. We propose the CDO will take the lead, in close collaboration with ODE, HR and other members of the Diversity Council, in University-wide implementation of the following initiatives: 1) create a mentoring program to support underrepresented faculty and staff through the various stages of their career; 2) develop a method of acknowledging and celebrating the progress made by schools, colleges, divisions, departments, committees and individuals who significantly impact in a positive and measureable way the campus climate as it relates to diversity, inclusion and equity; and 3) require each school and college, division and department to have a diversity, recruitment and retention plan to which they are held accountable. The plan should be expected to set goals and identify strategies that guide efforts related to hiring and retaining diverse individuals, the continued development of faculty and staff in cross-cultural competence, and, the acquisition of knowledge related to diversity, inclusion and equity in the community and workplace, including classrooms and laboratories.

RECOMMENDATION # 3:

SUSTAIN AND BUILD UPON STUDENT DIVERSITY SUCCESSES

We must maintain our vigilance in the recruitment and retention of underrepresented and minority students. Although the needs of undergraduates, graduate students and post-doctoral scholars are vastly different, there are also common needs as it relates to diversity. Students are the most integral components of a university; it is vital that they experience UConn as a diverse, multi-cultural and welcoming place.

Our retention success would be strengthened by building upon peer mentoring program successes that are located in the cultural centers. Peer mentoring is known to be a strong factor in encouraging students to academic, social, and emotional growth and excellence and in establishing a welcoming rather than isolating climate for students of underrepresented populations. We urge the development of deliberate programming to facilitate matching new students with experienced students. We also recommend cooperation between the area and ethnic studies institutes, the Center for Students Disabilities, the Women's Center and International Student and Scholar Services.

Representation on the Diversity Council increases the likelihood that underrepresented student voices and experiences will be heard and addressed. We recommend a conscious effort to maintain and empower student representation on the Diversity Council, and to encourage diversity among student representatives. Allied with this we recommend a Standing Student Government Diversity Committee to ensure a connection of the executive level Diversity Council with the student body. A standing Student Government Diversity Committee puts diversity on the regular agenda of student government, increases student ownership and responsibility for diversity and an inclusive climate, and can function as a useful pipeline of student representatives on the Diversity Council. These will increase top-down and bottom-up communication that makes diversity a community effort rather than an imposed directive.

The recognition of economic diversity is also extremely important, as a goal of demographic diversity that excludes recognition of class disparities does not truly address the profound reality of the intersection of class and other demographically underrepresented populations. The Task Force recommends enhancement of need-based scholarships designed to facilitate access to UConn for underrepresented populations.

Other recommendations include:

- Sustain the resources of the Cultural Centers to continue and enhance quality programming and student services;
- Provide ongoing diversity training for student leaders with curriculum informed by research, best practices, and participant feedback;
- Work in collaboration with the Graduate Diversity Officer, The Graduate Diversity Task Force and Graduate Programs on enhancing graduate student recruitment strategies through conference attendance, pipeline creation and membership to national organizations;
- Work with the Graduate School to create programming that not only supports underrepresented populations but also educates and engages graduate students on issues of diversity; and
- Develop a relationship with the Graduate Student Advocacy Officer and Graduate Students of Color Association to stay abreast of graduate and post-doctoral scholars' needs and concerns in relation to diversity.

RECOMMENDATION # 4:

PRODUCE CONSISTENT DIVERSITY DATA AND INFORMATION AND ESTABLISH A TRANSPARENT SYSTEM OF MONITORING, EVALUATION, AND ACCOUNTABILITY

Strategic decisions about diversity must be based on widely available and publicly accessible diversity data and information. Developing a data and information portal has proven to be a successful strategy not only for information dissemination but also for analyzing the data for strategic decision-making. This is especially true when it comes to higher education, where the operating metrics are constantly changing and evolving in response to shifting demographics. In view of this, the Office of Institutional Research and Effectiveness (OIRE) is developing a *UConn Diversity Portal*. The primary purpose of the portal will be to: 1) provide publicly available data on faculty, staff and students based on gender, race and ethnicity; 2) further develop analytical capabilities to understand the disparities in gender, race and ethnicity in salary, service load, and career advancement; 3) track diversification progress over time; and 4) benchmarking with peer and aspirant institutions.

OIRE has already implemented SAS® Visual Analytics along with a Data Warehouse solution that is producing useful results. Figure 2 below shows a timeline with specific milestones and outcomes for the Diversity Portal. The project metrics are being currently developed including the interface for the portal.

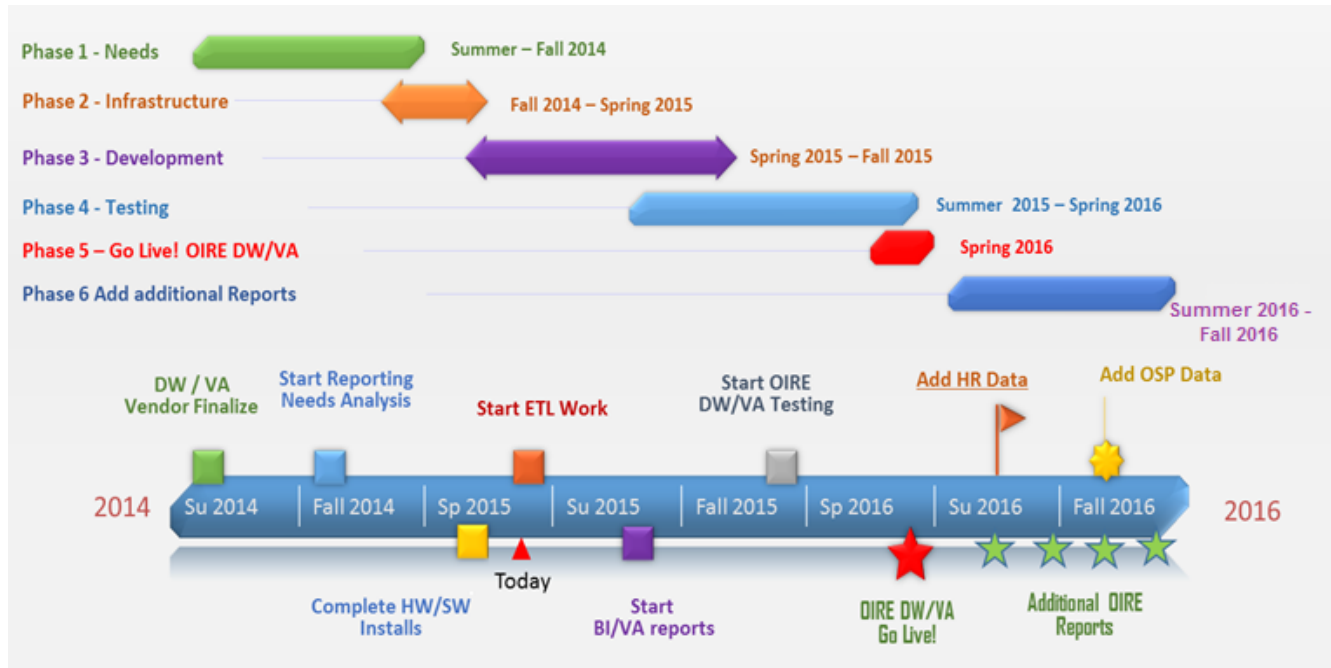


Figure 2: OIRE SAS Visual Analytics with Diversity Portal Timeline

The portal will include student, faculty, staff, and sponsored funding data in addition to academic plan metrics. Figure 3, below, shows an example of student enrollment by ethnicity, gender and state of origin for a ten-year period.

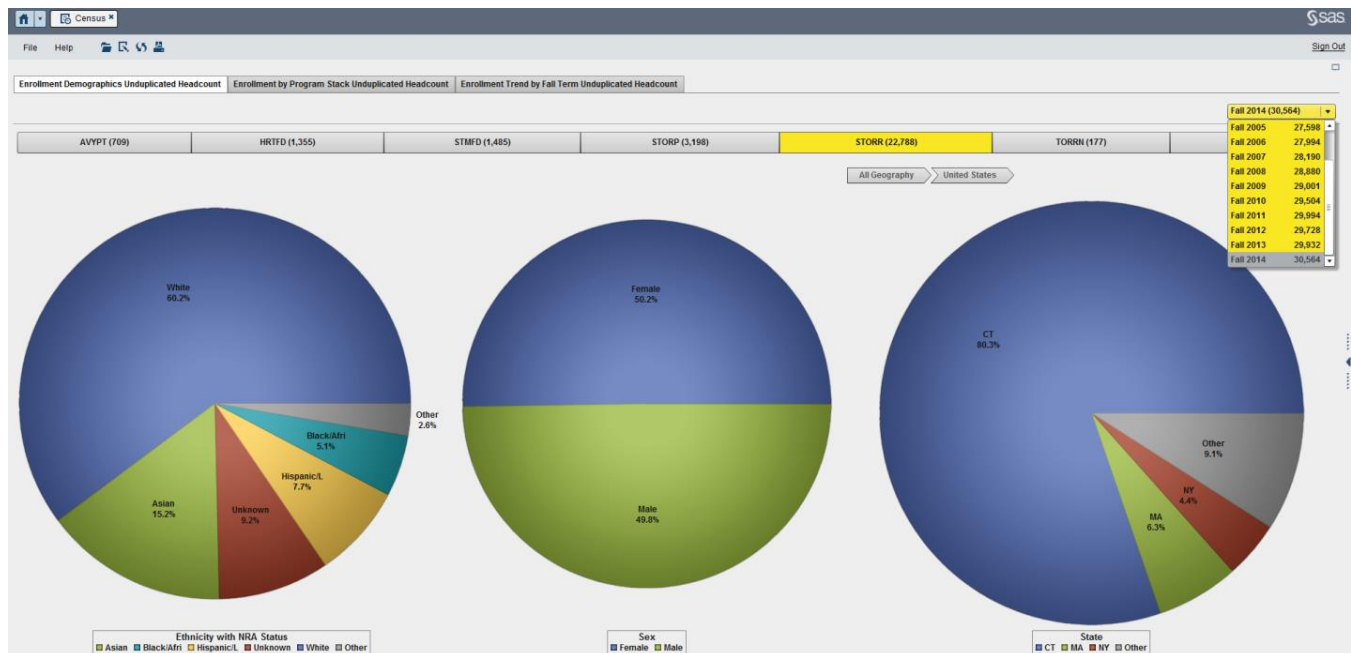


Figure 3: Enrollment by Ethnicity, Race and State of Origin

Qualitative Information about Attitudes and Experiences

Data that document and help monitor progress on improving campus diversity must include more than a quantitative assessment of the presence of diverse demographic characteristics. Although this information is vital, it does not include information about how people perceive and engage with the University’s diverse and multi-cultural environment. There is a need to better understand our campus climate and document how various members of the community feel about their experiences living, working and studying at UConn.

The collection of attitudinal data is also important for institutional self-reflection and growth. We must be able to understand the complex dynamics of community relations, especially as impacted by power and positionality. We propose a regular closed-ended survey on campus climate. This survey should provide critical information about hostile experiences, harassment, and discrimination in classroom, social, programmatic, and work environments, as well as inquire about instances of inclusion, respect and opportunities for interacting with different people positively. For example, for students, we recommend that questions be framed in specified contexts such as experiences in the classroom, with advisors, with instructors, with students, and with staff. We believe it will be more useful for data evaluation if we know the context respondents were considering. For faculty and staff, we recommend that questions be framed in specified contexts such as the office space, meetings, classrooms, training sessions, and break settings. Several useful models already exist on the UConn campus for developing an effective survey instrument. For example, there is the “Faculty and Adjunct Survey” drafted by the UConn School of Social Work in its Academic Plan.

We propose that focus group interviews complement the periodic campus climate survey; this is an effective way to discuss and better understand survey results. For example, Residential Assistants for Social Justice Education have been running “THINK Before you Speak” student forums. In addition, we urge the development of an on-line reporting system, similar to that used at Texas A&M University (<http://stophate.tamu.edu>) to

facilitate anonymous reporting of hate crimes or instances of bias. However, we suggest expanding this system to include the ability for individuals to report positive instances of inclusion, safe and welcoming activities, and opportunities to have positive and meaningful interactions with people unlike themselves. And finally, we propose the Diversity Office be responsible for collecting, disseminating and discussing qualitative diversity information.

RECOMMENDATION # 5: BUILD UPON, TIE TOGETHER AND EXPAND DIVERSITY CURRICULA AND PROGRAMMING

UConn’s curricula and programming are both representative of and responsive to the University’s multiple and ever changing constituencies. Curricula and programming are themselves diverse and emerging from units that understand the changing and expanding notion of diversity, cultural responsiveness and multi-culturalism in the US and globally while constantly struggling to understand power, identify discrimination, and support equity.⁴

We propose that the CDO, with input from the Diversity Council, compile and develop a process for maintaining an inventory of educational and intellectual activities (both formal and informal programming and curricula) that educate faculty, staff and students working and living in an increasingly diverse and globally interconnected society. A web presence that makes available information about programming, courses, and opportunities for student, faculty and staff development related to diversity initiatives should be created and maintained. In addition, we recommend that the Diversity Office have appropriate funds and resources to facilitate its own campus-wide diversity programming. These resources could, for example, be in the form of an annual awards event and a pool of competitive internal funding to support innovative initiatives around campus.

All academic units, under the guidance of the CDO and with input from the Diversity Council, Faculty Senate, and other appropriate bodies, should ensure that the campus curricula and faculty instruction support the importance of diversity as critical to the intellectual agenda of the institution. This means fostering educational efforts that support diverse experiences and diverse perspectives through such programs as:

- Providing a first-year experience that communicates the importance of diversity to students;
- Implementing a UConn Watches program that resembles and complements UConn Reads;
- Review the General Education ‘Diversity and Multiculturalism’ requirements and learning outcomes (content area 4) and strengthen this element of the GE curriculum based on findings in the review;
- Facilitate involvement in Learning Communities (Global House; Humans Rights & Action House, La Casa, etc.) where diversity programming can be enhanced and reach wider freshman and sophomore student audiences;
- Build on Education Abroad successes for students from diverse backgrounds;
- Enhance the visibility and programming of the Interdisciplinary Studies Institutes (majors and minors);

⁴ State of Connecticut Office of Education guidelines encourage fostering “culturally responsive” education and the CT Board of Governors for the CT State Universities and Communities underscores the need to foster “cultural proficiency.” Other professions may draw upon related concepts, such as “cultural competence” in social work and health professions. Each of these terms highlights the importance of fostering diversity and cultural understanding through formal and informal (or implicit) curricula.

- More fully integrate international student programming; and
- Continue to strengthen programming that encourages Public Engagement, Service Learning and Community Outreach, particularly within a range of local, state, national, and international contexts.

ODE should continue to receive all necessary support in connection with its facilitation of mandated employee training on diversity awareness and sexual harassment prevention. These important trainings, provided to employees within six months of hire, are conducted in collaboration with the cultural centers.

It is necessary to further support the work of the Division of Student Affairs and Residential Life in their commitment to creating an increasingly inclusive educational institution that attracts, retains, and values talented people from all backgrounds. This includes facilitating the growth of the diversity of students involved in student organizations; sustaining resources in the Division's five cultural centers and Residential Life to promote campus-wide diversity programs; and providing department-based and campus-wide co-curricular experiences, educational programs, and services that are inclusive and that contribute to student development and the creation of a more welcoming and inclusive campus community. Such efforts would include enhancing peer mentoring, leadership development, community service, campus engagement, and educational programs involving various aspects of diversity and social justice.

RECOMMENDATION # 6: SIGNIFICANTLY EXPAND DIVERSITY FUNDRAISING

There is a need to communicate to the University community on and off campus that diversity is a central part of our mission, commitment and culture. We must also develop stronger relationships with external constituencies and alumni to emphasize UConn's diversity successes and goals for the future and prioritize fundraising to complement the University's commitment to diversity funding. The UConn Foundation has already established student scholarships as a core priority. This, of course, is critical for addressing institutional goals related to student economic diversity. Furthermore, Global Affairs is prioritizing fundraising for student access to Education Abroad opportunities. These efforts need to be broadened to include endowments to support the hiring and retention of diverse faculty, campus diversity programming, and the Diversity Office along with its other strategic priorities.

VI. CONCLUSION

As a community, we have had ongoing conversations about diversity and campus climate(s) and achieved much—this is evidenced in the multiple appendices to this report. UConn is now a more diverse community than in any other time in its history. There is extensive diversity programming throughout our University. And, there is an abundance of additional good ideas. At the same time, we have been unable to achieve consistently and with a common voice and vision. It is in that spirit that we propose fundamental changes in how diversity and equity are addressed at UConn, both in letter and spirit.

The Diversity Task Force acknowledges that, over the years, many initiatives have been launched to address matters that impact our campus demography, climate and multi-cultural living and learning environment. Some have been in response to specific incidents, while others have been more strategic in nature. Some of these

programs have been sustained over the course of many years, yet others have failed to produce the longer-term results that their creation and implementation were intended to address. The overriding consensus is that there is a fundamental need for a university-wide sustainable diversity strategy that allows for much stronger coordination, collaboration and connection between the numerous offices and departments working on diversity and inclusion initiatives.

Within our collective experience there have also been overt incidents of bias and discrimination that have tainted some community members' experiences and memories, prompted campus-wide activism for institutional change, and stimulated sometimes-difficult conversations about the status of our campus climate. These incidents have generated considerable reflection and motivated us toward progressive change.

The successful implementation of *UConn Diversity* will require clarity of vision and mission and firmly established goals. In order to realize these goals, strong leadership is needed not just in the form of a Chief Diversity Officer and new Diversity Office, but through all levels of the university including students, faculty and staff. This fundamental premise has led us to recommend the creation of a new structure—a *UConn Diversity Council*—that bridges 'bottom up' with 'top down' diversity and equity initiatives. Along with this new structure there will need to be department/unit diversity and equity plans along with institutional investment that is complemented by aggressive and targeted fundraising.

The Task Force firmly believes that accountability is of the utmost importance in ensuring success. All UConn leaders must be accountable for realizing the University's commitment to diversity and equity. Considerable committee time was devoted to the concept that *UConn Diversity* cannot be achieved through the tracking of metrics and 'checking-off' of boxes. In order to be successful, a climate must be established in which efforts to promote diversity and equity are rewarded and there are punitive ramifications if the University's vision is not supported.

APPENDIX A: DIVERSITY TASK FORCE CHARGE AND MEMBERS

PURPOSE

The University of Connecticut is a collegial and vibrant environment grounded in diverse people and perspectives and enabled through differences in culture, experience, and values. An academic institution's excellence and success depend fundamentally on diversity of thought, experience and values. Thus, UConn aims to become a much stronger, more inclusive community that explicitly promotes respect and understanding, broadens participation among under-represented groups, advances cultural competence, celebrates intellectual openness and multiculturalism, and welcomes varied perspectives, experiences, and backgrounds. These values must infuse all of our programs, operations, and activities in instruction, research, and outreach.

The Diversity Task Force is charged to review, assess, and recommend strategies to improve diversity at the University of Connecticut. The Task Force will closely examine the meaning of diversity, and then will challenge the University with new perspectives and ideas, and develop creative approaches for broadening and strengthening diversity. This initiative offers an important opportunity to step back and think carefully about what we as an institution and a community value and why, and to recommend measures that will operationalize these values in the fabric of our institution's strategic choices, activities, policies, programs, and organizational structures.

ORGANIZATION OF WORK

The Task Force is asked to consider a set of complex concepts and challenging questions. To approach this systematically, the work will proceed in three phases:

- ▶ **First**, the Task Force will focus on foundational questions about what the University aspires to achieve with respect to diversity. It will carefully consider and define what diversity means, and specify the attributes of an institution where diversity is created, understood, celebrated, and integrated throughout its activities. It will also articulate the outcomes the University expects to attain as a result of emphasizing diversity.
- ▶ **Next**, the Task Force will understand current practices and approaches to diversity at UConn and evaluate their effectiveness. It will examine the dynamics of interacting forces that contribute the University's current diversity environment, determine the gap between current and desired diversity outcomes, and identify existing enablers of and barriers to diversity. To accomplish this, it will engage the community through focus groups and individual meetings to seek perspective on the University's strengths and weaknesses with respect to diversity. The Task Force will also gather data about effective practices and diversity outcomes at peer and aspirant institutions.
- ▶ **Finally**, the Task Force will consider what broad strategies we should pursue institutionally to fulfill these aspirations across a range of core domains and functions (for example, hiring, research, instruction, engagement, outreach, and others). It will identify policies, processes, practices, and plans that can be developed or strengthened to enrich the University's environment, increase consciousness about privilege and bias, foster inclusion and mutual respect, and elevate diversity as

a priority. Furthermore, in light of these aspirations and strategies, the Task Force will examine what organizational and functional arrangements can best support our diversity goals.

MEMBERSHIP

Dan Weiner, Co-Chair

Vice Provost for Global Affairs

Dana Wilder, Co-Chair

Assistant Vice Provost for Academic Affairs & Diversity

William Jelani Cobb

Associate Professor of History and Director Africana Studies Institute

Elizabeth Conklin

Associate Vice President and Title IX Coordinator

Joseph Cooper

Assistant Professor of Educational Leadership

Andrea Dennis-LaVigne

Board of Trustees

Austin Dodd

Undergraduate Student

Terri Dominguez

Environmental Health & Safety Manager

Davita Silfen Glasberg

Associate Dean for Social Sciences, College of Liberal Arts & Sciences and Professor of Sociology

Thulasi Kumar

Assistant Vice Provost, Office of Institutional Research and Evaluation

Kathy Libal

Associate Professor in Community Organization and Associate Director, Human Rights Institute

James Lowe

Assistant Vice Provost for Career Development

Joseph Madaus

Professor of Educational Psychology and Director, Center on Postsecondary Education and Disability

Katheryn Maldonado

Undergraduate Student

Erin K. Melton

Assistant Professor of Public Policy

Suresh Nair

Associate Dean, School of Business

Shayla Nunnally

Associate Professor of Political Science

Mark Overmyer-Velazquez

Associate Professor of History and Director, El Instituto

Angela Rola

Director, Asian American Cultural Center

Pamela Schipani

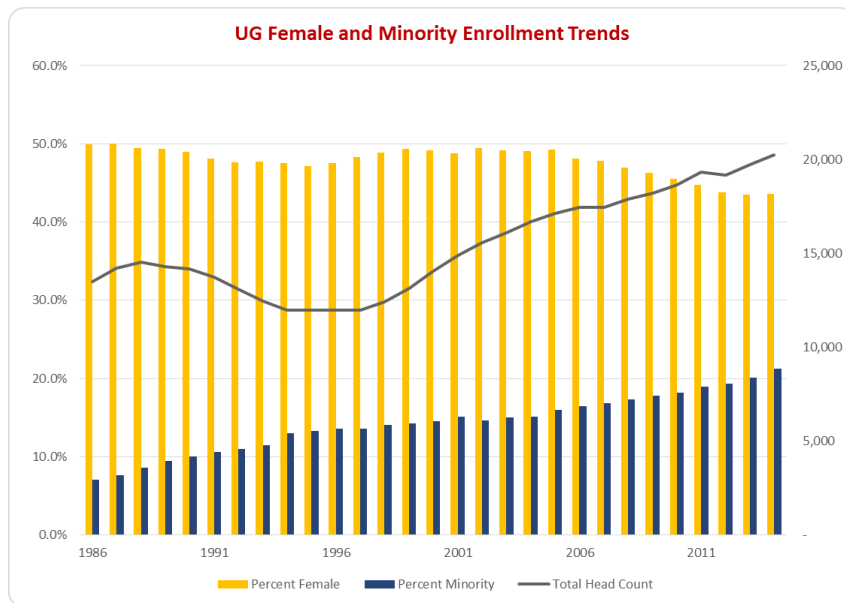
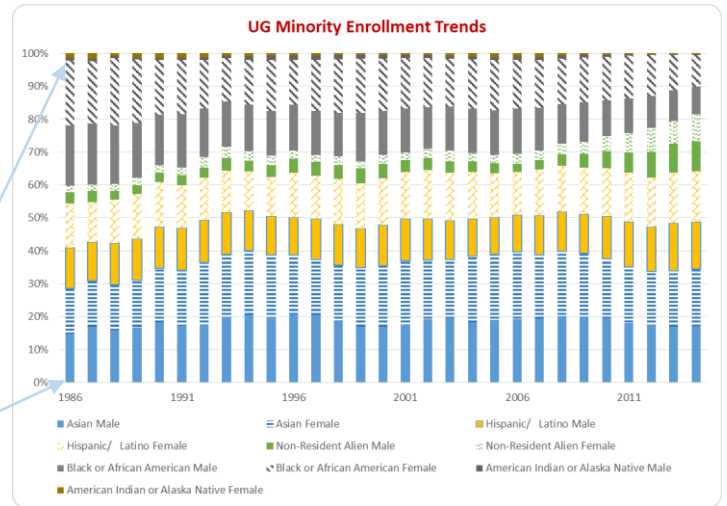
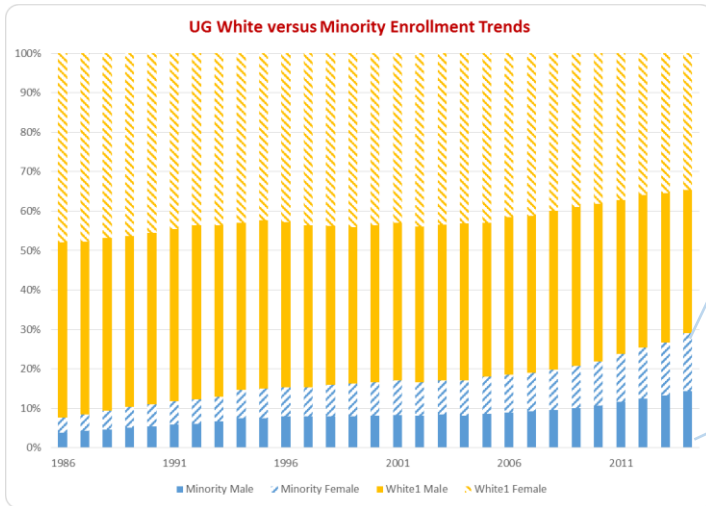
Executive Director, Office of Residential Life

Charmane Thurmand

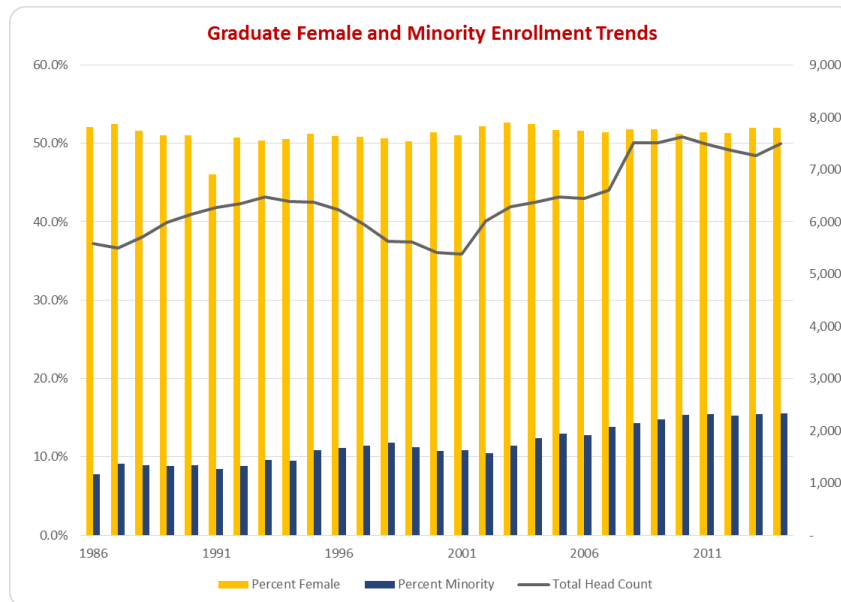
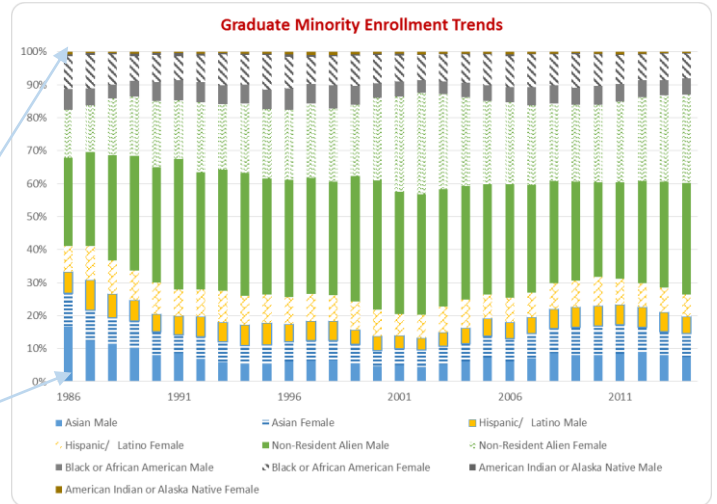
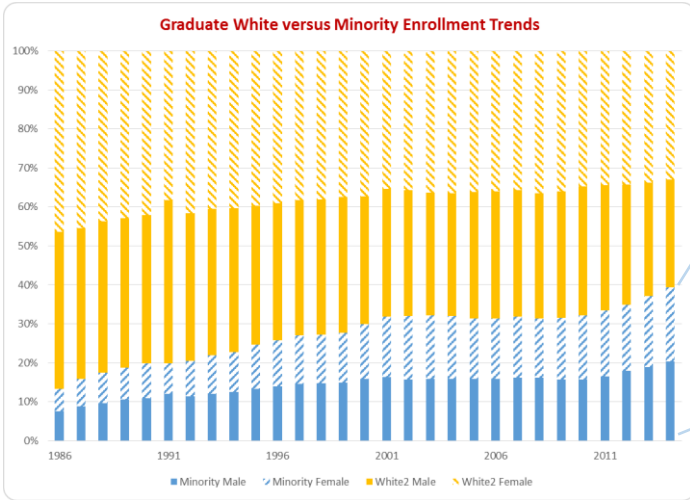
Program Specialist, Graduate School

APPENDIX B: TRENDS AND CURRENT STATISTICS

UNDERGRADUATE STUDENTS (ENROLLMENT)

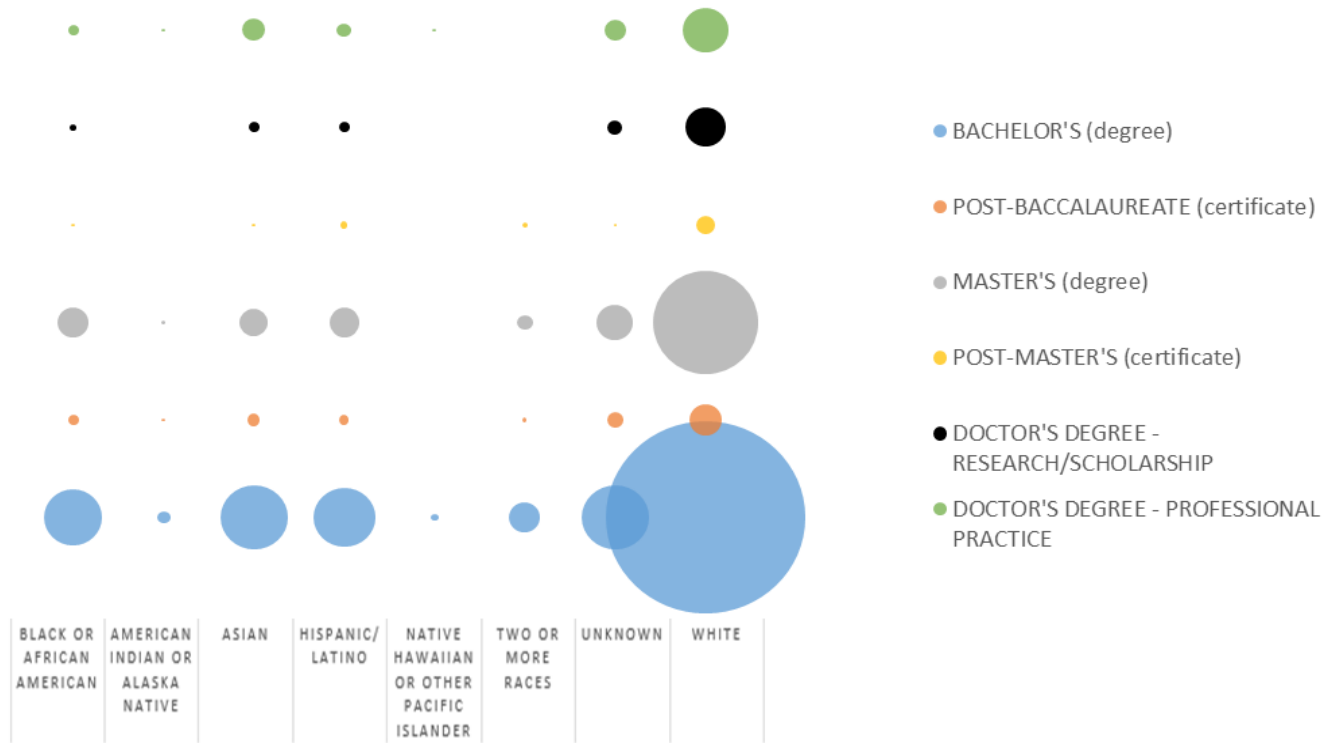


GRADUATE STUDENTS (ENROLLMENT)

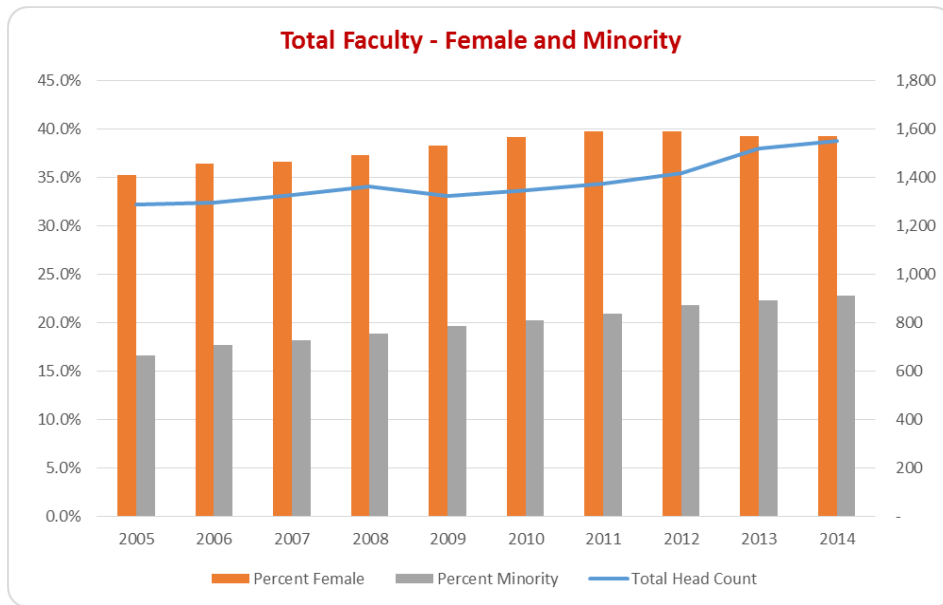
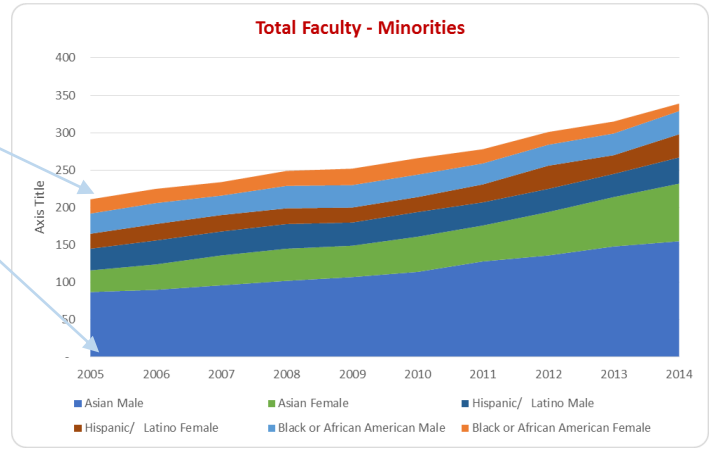
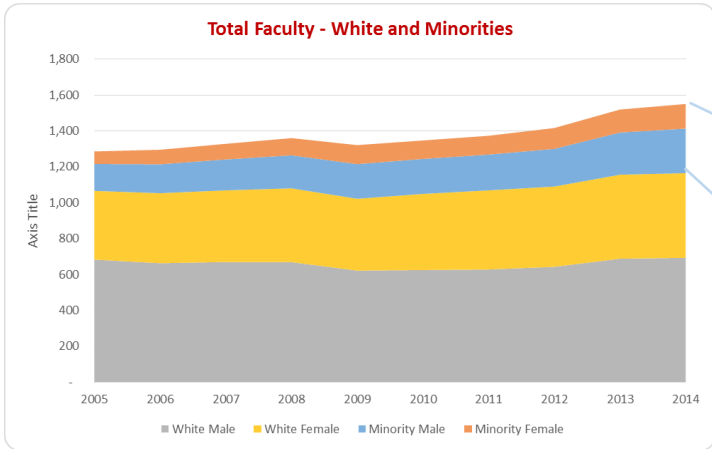


STUDENTS (GRADUATIONS 2013-14)

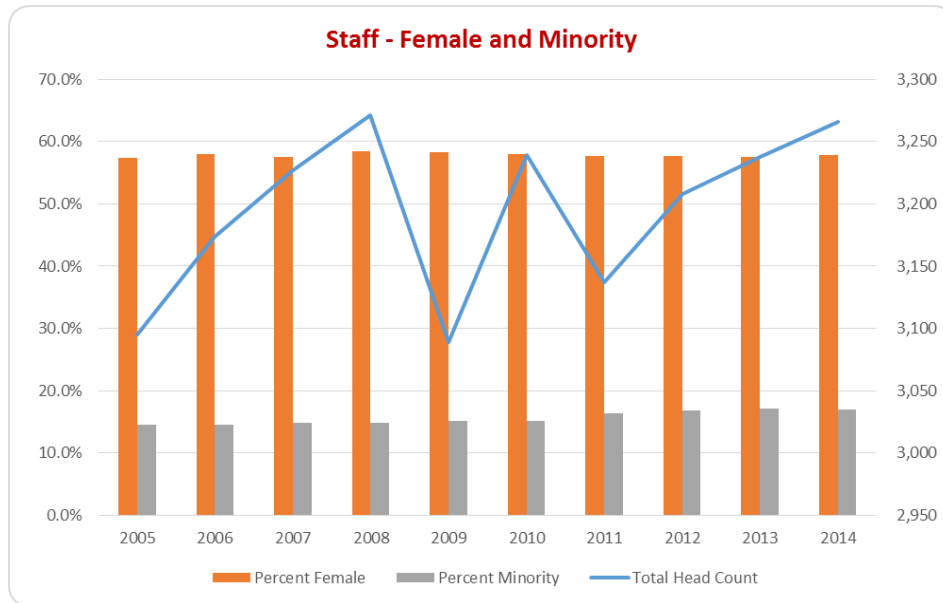
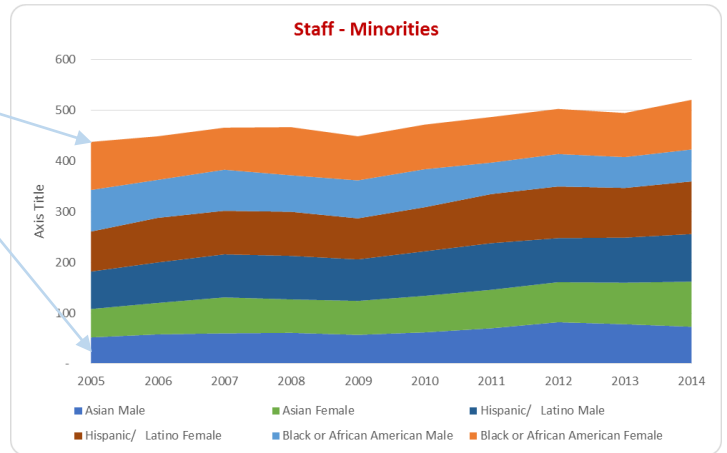
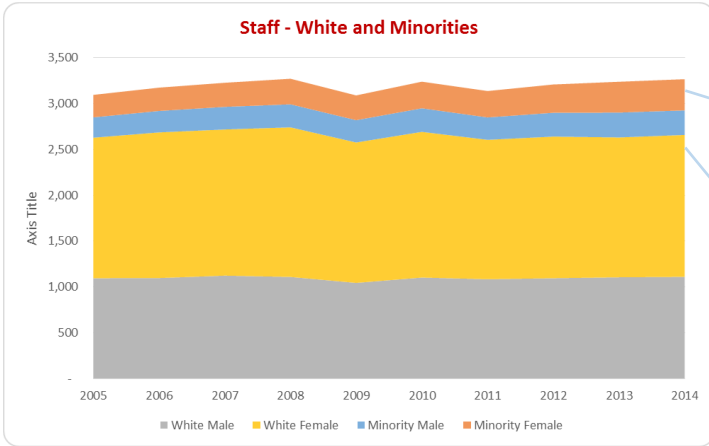
Degree Conferred 2013-2014



FACULTY



STAFF



University of Connecticut
Compared to U.S. News Top 30 Public National Universities, 2015 Edition
Fall 2014 Full-time Tenured and Tenure Track Instructional Faculty

| Rank | School | Total Minority |
|------|---|----------------|
| 1 | Georgia Institute of Technology | 29.8% |
| 2 | University of California-Irvine | 28.1% |
| 3 | University of California-Los Angeles | 26.7% |
| 4 | University of Illinois at Urbana-Champaign | 26.4% |
| 5 | Purdue University | 25.5% |
| 5 | Texas A & M University-College Station | 25.5% |
| 7 | University of Michigan-Ann Arbor | 24.6% |
| 8 | University of Maryland-College Park | 23.5% |
| 9 | Michigan State University | 23.4% |
| 9 | University of Florida | 23.4% |
| 11 | University of California-San Diego | 23.2% |
| 12 | University of California-Davis | 23.1% |
| 13 | University of Pittsburgh | 22.5% |
| 14 | University of California-Berkeley | 22.2% |
| 15 | The University of Texas at Austin | 21.5% |
| 16 | Pennsylvania State University | 21.2% |
| 16 | UConn excl UCHC | 21.2% |
| 18 | University of Georgia | 21.1% |
| 19 | University of California-Santa Barbara | 20.9% |
| 20 | University of North Carolina at Chapel Hill | 20.6% |
| 21 | Virginia Tech | 19.5% |
| 22 | Clemson University | 19.4% |
| 23 | Rutgers University-New Brunswick | 19.3% |
| 24 | University of Minnesota-Twin Cities | 19.2% |
| 25 | Ohio State University | 18.7% |
| 25 | University of Wisconsin-Madison | 18.7% |
| 27 | University of Iowa | 18.5% |
| 28 | University of Virginia | 15.5% |
| 29 | College of William and Mary | 12.4% |
| 30 | University of Washington | 11.7% |

| Rank | School | Total Underrep. Minority |
|------|---|--------------------------|
| 1 | University of North Carolina at Chapel Hill | 11.9% |
| 2 | The University of Texas at Austin | 11.7% |
| 3 | University of Illinois at Urbana-Champaign | 11.5% |
| 4 | University of California-Los Angeles | 11.0% |
| 5 | University of Georgia | 10.8% |
| 6 | University of California-Santa Barbara | 10.6% |
| 7 | Texas A & M University-College Station | 10.1% |
| 7 | Michigan State University | 10.1% |
| 9 | University of Florida | 9.8% |
| 9 | University of California-Berkeley | 9.8% |
| 11 | University of Michigan-Ann Arbor | 9.7% |
| 12 | University of California-Irvine | 9.3% |
| 13 | University of Maryland-College Park | 9.2% |
| 14 | Pennsylvania State University | 8.9% |
| 15 | University of California-San Diego | 8.5% |
| 16 | UConn excl UCHC | 8.1% |
| 17 | University of California-Davis | 8.0% |
| 18 | Virginia Tech | 7.6% |
| 19 | Ohio State University | 7.5% |
| 20 | Purdue University | 7.2% |
| 20 | College of William and Mary | 7.2% |
| 22 | University of Wisconsin-Madison | 7.1% |
| 23 | University of Virginia | 7.0% |
| 23 | University of Iowa | 7.0% |
| 25 | Rutgers University-New Brunswick | 6.9% |
| 26 | University of Minnesota-Twin Cities | 6.6% |
| 27 | University of Washington | 6.5% |
| 28 | Georgia Institute of Technology | 6.2% |
| 29 | University of Pittsburgh | 6.0% |
| 30 | Clemson University | 5.7% |

OIRE/July 28, 2015

Note: Minority includes Asian, Black or African American, American Indian or Alaska Native, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races. For IPEDS reporting, Non-Resident Aliens are reported separately and are not included in this race/ethnicity data.

Note: Underrepresented Minority includes Black or African American, American Indian or Alaska Native, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races. For IPEDS reporting, Non-Resident Aliens are reported separately and are not included in this race/ethnicity data.

Source: IPEDS Data Center, Fall 2014 Human Resources Survey.

APPENDIX C: DIVERSITY INITIATIVES AND PROGRAMMING

The examples cited below are not all-inclusive, rather they are illustrative of current diversity programming and initiatives that currently exist. In some cases these examples are specific to the population in a particular unit, while in others there is cross-departmental collaboration.

Examples include:

- Office of Diversity and Equity
- Division of Enrollment Planning & Management
- Division of Student Affairs
- Global Affairs
- Office of Public Engagement
- Veterans Affairs and Military Programs
- Institute for Student Success
- Interdisciplinary Academic Institutes
- College of Liberal Arts and Sciences
- School of Fine Arts
- School of Social Work
- Neag School of Education
- School of Business
- School of Law

OFFICE OF DIVERSITY AND EQUITY

The Office of Diversity and Equity conducts numerous trainings for all employees on an ongoing basis. These include Sexual Harassment Prevention Training and Diversity Awareness training, which all employees are required to attend within six months of hire. In addition, ODE conducts search committee training, which includes significant focus on proven methods to enhance diversity of candidates for jobs, and mechanisms for countering committee member inherent bias. Furthermore, in partnership with Human Resources, Labor Relations, and the Office of Audit, Compliance and Ethics (OACE), ODE presents on advanced concepts for managers in diversity, non-discrimination and civility in the University's newly-launched Management Support and Development Training, a full-day management training program provided to new managers within six months of hire or promotion. ODE also regularly conducts tailored trainings and presentations to both students and employees throughout the University where investigations reveal the need for further dialogue, programming, or training. Finally, ODE regularly sponsors or co-sponsors campus-wide speakers from across the nation who bring expertise on issues of diversity and discrimination to the University community.

DIVISION OF ENROLLMENT PLANNING AND MANAGEMENT

Efforts by the Division of Enrollment Planning and Management to enhance undergraduate student diversity have been effective, as is indicated by the enrollment of record numbers of minority students and international students. The many recruitment initiatives of the Undergraduate Admissions office include programming specifically tailored to enhance the interest and enrollment of minority students; such as targeted outreach, collaboration with urban schools and community based organizations, visitation programs, application events, calling events, and much more. Likewise, UConn's Office of Student Financial Aid Services works to optimize the utilization of limited institutional funds in an effort to ensure affordability for our neediest students and to enhance economic diversity among our students.

DIVISION OF STUDENT AFFAIRS

The Division of Student Affairs is committed to creating an increasingly inclusive educational institution that attracts, retains, and values talented people from all backgrounds. They provide strong leadership with many campus initiatives that promote a welcoming and inclusive environment in which students and professional colleagues can achieve their fullest potential. Student Affairs supports the University's diversity goals by:

- Recruiting, retaining and developing a diverse staff with the commitment and expertise to assume responsibility for and support diversity initiatives.
- Developing an ethic of care in Student Affairs that enables students and staff to understand the demands some members face in adapting to the campus environment and the conduct necessary to ensure a positive experience.
- Increasing the diversity of students involved in student organizations through active recruitment and by supporting student organizations that align with their contemporary needs and interests.
- Bolstering resources in the Division's five cultural centers to promote campus-wide diversity programs and to extend educationally purposeful initiatives that enhance learning, campus engagement and success for students from historically under-represented groups at the University.
- Providing department based and campus-wide co-curricular experiences, educational programs, and services that are inclusive and that contribute to student development and the creation of a more welcoming and inclusive campus community. This includes peer mentoring, leadership development, community service, campus engagement, and educational programs involving various aspects of diversity and social justice.

These goals are achieved in many locations, including cultural centers that serve historically underrepresented racial/ethnic minorities (African American, Puerto Rican/Latin American, Asian American, Native American); The Center for Students with Disabilities; the Institute for Student Success for persons from low-income families and first generation to attend college; the Office of Veterans Affairs and Military Programs; the Rainbow Center; and the Women's Center. The Division of Student Affairs' *August 2014 – May 2015 Diversity, Multiculturalism, and Inclusion Staff Development and*

Educational Programs Report identifies over 1,100 initiatives and programs coordinated by the division during this past academic year.

GLOBAL AFFAIRS

Global Affairs is committed to supporting the core values of diversity and global engagement at the University of Connecticut through its work on campus, in the local community, and with partners abroad. By promoting the exchange, research and scholarship of students, faculty and staff on campus and with a wide variety of academic institutions, non-profit organizations, private sector companies, and public agencies, Global Affairs encourages and fosters the development of global competency and provides a platform for the support of international initiatives both on and off campus. The work of Global Affairs also dovetails with diversity efforts at UConn in a synergy that builds links between the campus community and global engagement. The need for these connections is articulated in the American Council on Education's study, *At Home in the World: Educating for Global Connections and Local Commitments*:

Globalization has blurred the lines between the global and the local, as well as the distinctions between international and domestic diversity. To become responsible, productive citizens who engage fully and successfully in the world around them, our students must possess an understanding of their own cultures and those of their neighbors at home and abroad. They also need the skills to analyze interconnections between global and local systems, which will prepare them for effective participation in our diverse society (<http://www.acenet.edu/news-room/Pages/AHITW-Toolkit-Main.aspx>).

With a mission to foster this kind of cultural competency within the UConn community as a whole, Global Affairs provides services that range from assistance with all matters relating to immigration for foreign students and faculty to increasing student mobility through a broad menu of education abroad opportunities and scholarships that make global learning more accessible for all students. Global Affairs helps to internationalize the campus by its training programs within UConn's American English Language Institute (UCAELI) and through the Global Training and Development Institute (GTDI), which fosters global sustainable development, capacity building and cross-cultural understanding through two way educational and cultural exchange. Global Affairs also supports the interdisciplinary research, academic offerings, archives and outreach initiatives of the Human Rights Institute, the Dodd Center and the UNESCO Chair and Institute of Comparative Human Rights. In addition, Global Affairs encourages and supports innovative pedagogies and programs that provide students with knowledge and understanding of critical global issues and cultures from a variety of perspectives, disciplines and learning environments.

OFFICE OF PUBLIC ENGAGEMENT

Community engagement is the process of working collaboratively toward a common goal. It involves individuals from disparate or similar backgrounds who are unified around a need to create social change for the betterment of all. In order for one to be engaged, individuals and organizations must be in a

relationship with each other, established and enhanced over time, and centered on an area of significance for all entities involved. The players involved need to understand each other, accept each other's positions, appreciate the history of beliefs and attitudes brought to a discussion, embrace the lens used by the other and *together* define a common purpose, goal and method of their work. Engagement is doing *with* another not for another. Engagement is responsible to one's culture and respectful of one's past. Engagement is relevant and responsible action for all parties and *together* a greater good is achieved.

Community engagement is, at its core, about relationships and partnerships. Effective relationships are established between individuals and organizations when all parties appreciate the talent and positions of each other. Sustainable relationships are created and enhanced when a lens of acceptance and understanding is used instead of a lens of oppression and dominance. A lens of acceptance mandates interaction, involvement and interdependent praxis. Praxis is careful and deliberate action built on a commitment to social justice. This is engagement.

The Office of Public Engagement (OPE) is committed to diversity and their mission is to assist in the development of engaged citizens through coordination, advocacy and capacity building for engagement activities. Civic engagement, service learning, engaged scholarship, university assisted community schools, strategic partnerships, and communities as partners and collaborators are examples of programs and activities offered by the OPE. The work of the office is through and with others across all disciplines, all campuses and all communities.

VETERAN AFFAIRS AND MILITARY PROGRAMS

The University of Connecticut's Office of Veterans Affairs and Military Programs (VAMP) provides a full range of benefits and services to students who have served, or continue to serve, in our Armed Forces. These services include benefits processing, event programming and community outreach. VAMP's goal is to provide an excellent experience for all veterans and members of the military who attend the University of Connecticut and for each of them to know that they are an important and integral part of the University. Veterans are encouraged to utilize VAMP resources in addition to those of other departments throughout the University to maximize their educational experience.

INSTITUTE FOR STUDENT SUCCESS

The Institute for Student Success (ISS), under the purview of the Vice Provost for Academic Affairs, was created with the goal of providing undergraduate students with the tools for success and to be a tutoring, teaching, learning focal point of undergraduate activities. ISS consists of the following units, which provide academic advising and support, transition assistance, and enrichment opportunities to middle school, high school and college students:

- The Academic Center for Exploratory Students (ACES) offers high quality academic advising and educational planning to students who are exploring and preparing for various degree programs.
- The Center for Academic Programs (CAP) increases access to higher education for students who are first generation to college and/or who come from underrepresented ethnic or economic

backgrounds, and also provides support services to aid students' retention in and graduation from the University.

- First Year Programs and Learning Communities (FYP & LC) help first year and transfer students' transition to the University, and promote personal and academic development through interdisciplinary courses, peer education, academic support, one-on-one mentoring, and opportunities to live and participate in Learning Communities.

AREA AND ETHNIC STUDIES INSTITUTES

Area and ethnic studies academic institutes, for the most part located in the College of Liberal Arts and Sciences, provide diverse research and teaching opportunities for our faculty that enrich the student learning experience in addition to university community awareness through distinguished lecture series and programming. These include the Africana Studies Institute; Asian and Asian American Studies Institute; El Instituto: Institute of Latina/o, Caribbean and Latin American Studies; Women's Gender, and Sexuality Studies; Center for Judaic Studies and Contemporary Jewish Life; and the Human Rights Institute.

COLLEGE OF LIBERAL ARTS AND SCIENCES

The UConn Department of Geography is in the process of creating a comprehensive Diversity Action Plan. The plan will recognize the overall importance of diversity to the mission of the department and University as well as delineating specific types of diversity that the department seeks to foster. While in some ways a diverse department, it has room to be more inclusive. The department hopes in particular to better showcase its current diversity as a way of attracting more students from diverse backgrounds. The Diversity Plan Committee will use input from faculty, staff and students to develop metrics and both long- and short-term goals to guide future growth. Areas of focus are split between interdepartmental diversity, diversity of students and teaching, and fostering connections outside of the University in communities throughout Connecticut. As the discipline is inherently interested in global multiplicity, its motivation is that the department should reflect this diversity of perspectives.

SCHOOL OF FINE ARTS

Through its exhibiting and performing venues (the Jorgensen Center for the Performing Arts, Connecticut Repertory Theatre, William Benton Museum of Art, Ballard Museum and Institute of Puppetry, Contemporary Art Galleries, and von der Mehden Recital Hall), the School of Fine Arts brings a range of diverse and global cultural programs to the University. For example, in 2014-2015 the Jorgensen Center hosted performances by Rhythmic Circus, Zap Mama and Antibalas, and the Latin Fest and organized the JOY outreach program for underserved youth. The School of Fine Arts has also focused on diversity in its arts-related academic programming: in 2014-2015, Rashaad Newsome, an artist whose work explores issues of race and sexuality, visited the School as the Robert Gray Memorial Fund lecturer. He gave a public lecture and conducted two workshops for graduate and undergraduate students.

The School has a proportionately large number of faculty who are joint appointments with the Africana Studies Institute, Asian and Asian American Studies Institute, El Instituto, and the Women's, Gender, and Sexuality Studies Program. The school offers numerous courses each year focused on diversity in the arts and humanities, and through the faculty, has a high level of research productivity in diverse arts and cultures.

The School of Fine Arts has a long standing Diversity Committee composed of faculty and staff, which historically has been chaired by the School's Assistant Dean. Beginning in 2015-2016, however, it will be chaired by the Dean to bring greater focus on diversity issues. The Diversity Committee's current mission is to review policies and practices to promote diversity in the School, and this mission will be expanded and refined in the coming year.

SCHOOL OF SOCIAL WORK

The School of Social Work (SSW) has long been committed to maintaining a diverse faculty, staff and student body, as well as working effectively in the context of diversity. The School has one of the highest levels of racial/ethnic diversity in the University by academic unit. In 2015, 42% of tenure track faculty, 25% of staff and 35% of students are from underrepresented groups. The School has promoted and engaged diversity through a range of mechanisms, including sponsoring an annual Diversity Field Seminar, required of all students and faculty and a Diversity and Cultural Competence Convocation for incoming students. Furthermore, the Dean's Advisory Board includes representatives from organizations that serve diverse communities.

The School's 2009-2014 Academic Plan highlights a Diversity Goal that entails ensuring *"a more diverse, inclusive and just community that fosters cultural competence in teaching, scholarship and service.* In 2010, Dean Salome Raheim formed the Just Community: Change Starts Here (formerly the Cultural Competence Action Committee) as a school-wide organizational development effort to increase capacity to promote and work effectively in the context of diversity. The Committee includes representatives from faculty, staff, administration, student body, and community members. The Committee led the SSW Organizational Cultural Competence Self-Assessment Surveys of faculty, staff, students, field instructors, and other external key constituents, which provided basis of planning for organizational change, professional development, and curricular revision efforts.

SSW has conducted focus groups with selected groups of underrepresented students as indicated by survey findings, such as with LGBTQIA & ally students and students of color which generated findings to influence the School's climate/curriculum related to inclusiveness. The Just Community developed an action plan for School-wide organizational development, which included professional development for faculty, staff, and field instructors; curricular enhancements; and co-curricular programming. It has implemented professional development for faculty, staff, and field instructors, including Safe Zone training (Rainbow Center) and organizational cultural competence workshops led by national experts and has developed programs for students. It also formed the Just Community: Student Sub-Committee, which engages students in the initiative and develops co-curricular activities, for example an Equity Tree

artistic installation; conducts evaluation of programs launched by the Initiative; produces a periodic newsletter; and disseminates lessons learned from the Initiative at state and national conferences.

The SSW's curriculum requires first year students to take a course on human oppression and classes throughout the curriculum address content on cultural competence, power and oppression, social and economic justice, and human rights. Focused areas of study (minor concentrations) allow students to gain deeper insights into structural oppression and dynamics of discrimination and social change: Black Studies for Social Work Practice; International Issues in Social Work; Puerto Rican/Latin@ Studies in Social Work; Social Work Practice with Older Adults; Social Work with Women and Children in Families; Urban Issues in Social Work; Mental Health and Substance Abuse in Social Work Practice. The SSW also prioritizes recruitment and retention of a diverse graduate student body through active recruitment, financial aid support. It has actively recruited members of underrepresented groups at state and regional levels through ongoing relationships with public and private institutions of higher learning, as well as through visibility in key events that target communities of color. It also provides services to support student retention, including writing consultants, mentorship, and leadership development.

NEAG SCHOOL OF EDUCATION

The Neag School of Education is strongly committed to diversity. This is reflected through its faculty, core academic focus, statewide partnerships and national initiatives, and of course its students. Efforts to transform public education must include focused work on closing the achievement gap in U.S. public schools by addressing serious issues of equity and access and on closing the global achievement gap between U.S. students and students in other countries where academic performance is higher. Neag's newly conceptualized school-wide focus on diversity, equity and access, and global and public engagement is strongly aligned with both the national and state imperatives. Recent Neag School diversity initiatives include the following:

- **Established *Equity and Social Justice* as one of four main strategic areas identified by the 2014-2015 [Neag School's Academic Vision](#).** The overall aim of the *Equity and Social Justice* strategic area of focus is to position the Neag School (a) to contribute to the evidence base of sound educational policies, practices, and programs that optimize all students' potential and (b) to identify proven methods to promote educational equity and social justice. Faculty from all departments, particularly the new cadre of faculty hired for the Education Equity, Achievement, and Reform cluster as well as the Education Evaluation and Policy cluster, will join with faculty from other schools and colleges to develop a comprehensive approach and create metrics to assess education equity and student achievement in ways that promote a greater understanding of and ability to predict what influences achievement gaps. Identifying the factors and forces that contribute to these gaps will suggest key levers of change.
- **Diversified faculty and teacher candidates.** Through a commitment to targeted recruiting, strategic advice from the Neag School Advisory Council on Diversity, and faculty and administrator support, the Neag School has increased the percentage of diverse faculty from about 11% in 2006 to 19% in 2014. Teacher candidate diversity has increased from 11% in 2011 to 14% in 2014.

- **Successfully launched the [Dean’s Doctoral Scholars Program](#).** The DDS program is designed to attract the best and most diverse doctoral students to the Neag School. This fall the Neag School will welcome its first cohort of Dean’s Doctoral Scholars, who will each receive four years of funding to complete their degree. This outstanding cohort is very diverse, with five of the eight students from underrepresented backgrounds. As intended, the DDS program greatly enhanced efforts to recruit members of diverse groups in all of our advanced programs. Data show an increase in the number of underrepresented and minority (includes Asian Americans) doctoral applicants:
 - The number of doctoral student applications increased from 109 in fall 2014 to 160 in fall 2015. During that same time period, the percentage of applicants from underrepresented backgrounds increased from 11.5% to 22.4%—almost doubling—and the percentage of applicants from minority background increased from 35.6% to nearly 50%.
 - Among doctoral students admitted in spring 2015, 19% are from underrepresented background and 32% are considered minorities.
- **Expanded the role and capacity of the [Neag School Academic Advising Office](#).** In 2015, the Neag School hired two new Academic Advisors whose specific charge is to enhance recruitment of students from underrepresented backgrounds. The two new UCPEA employees are members of underrepresented groups and have greatly contributed to the diversity of the Neag community.
- **Continued advisement from the [Neag School’s Advisory Council on Diversity](#).** With the guidance of the Advisory Council on Diversity, the Neag School has successfully identified priorities in the area of diversity to ensure that its candidates are prepared to work with students from various socio-economic, English language, and special needs backgrounds. The role of the Advisory Council on Diversity was critical to the diversification of our faculty in the past 3-4 years.
- **Selected by the American Association of Colleges for Teacher Education (AACTE) as one of ten institutions nationwide to participate in its [Networked Improvement Community \(NIC\)](#).** NIC is aimed at increasing the number of Black and Latino men in teacher preparation and teaching. Participating institutions commit to increasing the number of young men of color in their teacher education programs by 25% over several years and participate in a networked knowledge-sharing community on effective methods.
- **Actively involved with the [Connecticut Minority Teacher Recruitment Committee](#).** Several Neag School faculty are members of this committee. The aim of the committee is to recruit, support and retain students of color into teacher preparation and the Connecticut teacher labor market.
- **Launched Project [L.I.D \(Leadership In Diversity\)](#).** L.I.D. is dedicated to providing support for students from underrepresented backgrounds interested in the field of education. The aim is to help remove the “lid” around educational equity and equip students with the necessary tools, networks and information to be competitive, well-rounded future educators.

SCHOOL OF BUSINESS

The goals of the UConn School of Business Office of Diversity Initiatives include outreach and service excellence. This will be accomplished by increasing the admissions of high-quality minority students at the undergraduate and graduate levels and by providing scholarships, fellowships, mentors and role models to help foster high retention rates and success. Initiatives include:

- **Summer Business Academy (SBA)** – The Summer Business Academy is a 3-week day program for 15-25 high achieving college-bound students who are interested in pursuing careers in business. The program takes place at the UConn Storrs campus.
- **Teenage Business Program** – Each year, the Office of Diversity Initiatives collaborates with various high schools and programs to bring high school students from throughout Connecticut to campus for a day-long program of workshops, presentations and a campus tour. These high school students also have the opportunity to attend panel sessions with current UConn students as well as business professionals.
- **Travelers EDGE** – Travelers EDGE is an innovative educational opportunity developed by Travelers Companies, Inc. Travelers recognizes that students are the leaders of tomorrow who are in the classrooms of UConn today. This unique program gives underrepresented and first generational students resources and support to enhance their degree and make them more competitive in the business world. Travelers EDGE scholars receive a scholarship that covers full in-state tuition and fees, textbooks stipend, mentor, professional and personal development training and workshops as well as an opportunity for an internship at Travelers Inc.
- **Gender Diversity in Technology** – The School of Business through its partnership with the National Center for Women & Information Technology (NCWIT) works to correct the imbalance of gender diversity in technology. Their Aspirations in Computing program provides awards to high school girls interested in computing and technology and encourages them to pursue their passion.
- **Graduate School Recruitment** – In collaboration with the School of Business' PhD program, candidates are recruited for the PhD program through the PhD Project. The PhD Project was founded upon the premise that advancements in workplace diversity could be propelled forward by increasing the diversity of business school faculty. The PhD helps African-Americans, Hispanic-Americans and Native Americans attain their business PhD and become the business professors who will mentor the next generation of leaders.
- **Graduate School Diversity Taskforce** – This committee provides support and programming to underrepresented graduate students at UConn. In addition, it serves as the selection committee for graduate school diversity scholarships.
- **Students Engaged in Academic Leadership (SEAL)** – The SEAL program seeks to bridge the graduation and retention gap of first generation college students by providing academic support, cultivating leadership, and providing professional development and engagement programs
- **Diversity in Business Lecture Series** – The Diversity in Business Lectures are offered during the fall and spring semesters and consist of a series of presentations by School of Business alumni or industry professionals. The purpose of the lecture series is to provide students with an

opportunity to learn about diversity, leadership, creativity, product innovation, entrepreneurial thinking and persuasive communication from industry executives or UConn alumni.

- **Professional Development Workshops** – Professional development workshops are intended to educate and prepare students for a successful career upon graduating. Participants who attend these workshops gain the soft and technical skills necessary for today’s job market. Past workshops have focused on Public Speaking, Personal Branding and Effective Networking.
- **Student Organizations** – The Office of Diversity Initiatives serves as the faculty adviser to four student organizations; National Association of Black Accountants (NABA), Association for Latino Professionals in Accounting and Finance (ALPFA), Multicultural Business Society (MBS) and Society for Human Resources Management (SHRM). They will also be starting an Asian Business Society in Fall 2015.
- **Student Support Services** – The Office of Diversity Initiatives provides undergraduate tutoring, academic advising / planning, counseling and mentoring for current and prospective students to the School of Business.
- **Corporate External Relations** – The Office of Diversity Initiatives collaborates with various corporate partners to develop and provide career, professional and personal student development opportunities for underrepresented and First Generational college students. Partnerships provide financial support through scholarships for tuition, study abroad and conference attendance. They also work directly with corporate partners to secure internships and full-time job opportunities. The office manages the following scholarships and programs that are supported by our partners; Travelers, Coca Cola, Liberty Mutual, Pratt & Whitney / UTC and General Electric. They also serve as a resource for numerous external leadership and student development opportunities.

SCHOOL OF LAW

A bright spot in Law School enrollment of recent years is their track record of diversity. Students of color have comprised about 30% of the student body in recent years. They have fourteen active affinity groups, from a Muslim Law Students Association to a Military Law Students Association, and an active Student Bar Association Diversity Committee that coordinates among them. This is mirrored to an extent in the faculty: three of ten recent faculty hires have been faculty of color, but after two recent departures (one retirement and one move to UC Irvine) UConn Law has only one African-American faculty member. Over the last fifteen years, hires have been roughly equal between male and female faculty, and the school has good representation of LGBT individuals in the faculty, staff, and student body.

APPENDIX D: STANDARDS OF PROFESSIONAL PRACTICE FOR CHIEF DIVERSITY OFFICERS

Guidelines developed by the National Association for Diversity Officers for Higher Education (NADOHE) to inform and assist individual administrators and institutions in aligning the work of the CDO on their campuses with the evolving characteristics of the profession.

STANDARD ONE

Has the ability to envision and conceptualize the diversity mission of an institution through a broad and inclusive definition of diversity.

Institutions of higher education, like the U.S. population, are becoming increasingly diverse, not just in terms of racial and ethnic identity, but also age, cultural identity, religious and spiritual identity, sexual orientation, gender identity or expression, physical and mental ability, nationality, social and economic status, and political and ideological perspectives. Chief diversity officers give voice to diversity in ways that continue to evolve in regional, national, and international contexts that extend beyond a traditional or historical understanding and application.

STANDARD TWO

Understands, and is able to articulate in verbal and written form, the importance of equity, inclusion, and diversity to the broader educational mission of higher education institutions.

The ability to effectively communicate the importance of equity, inclusion and diversity in verbal and written forms are fundamental practices necessary to advance the diversity mission of an institution through formal and informal interactions with stakeholders and constituents both inside and outside higher education institutions (e.g., faculty, staff, students, administrators, legislators, media, alumni, trustees, community members, and others). CDOs articulate the importance of equity, inclusion and diversity in a variety of ways (e.g., educational benefits, business case, social justice frameworks) that fit the broader educational missions of the institutions they serve.

STANDARD THREE

Understands the contexts, cultures, and politics within institutions that impact the implementation and management of effective diversity change efforts.

Colleges and universities are complex organizations that are accountable to internal, state, national, and global stakeholders. The internal contextual landscape is influenced by the interactions between and among these stakeholders, and affects the definition and implementation of the diversity mission. CDOs have the strategic vision to conceptualize their work to advance diversity, inclusion and equity, while

simultaneously having the administrative acumen to be responsive to the broader contextual landscape.

STANDARD FOUR

Has knowledge and understanding of, and is able to articulate in verbal and written form, the range of evidence for the educational benefits that accrue to students through diversity, inclusion, and equity in higher education.

Existing research on the educational benefits of diversity to students provides a critical foundation for the work of chief diversity officers, and new findings continue to emerge in the scholarly literature. Basic fundamental knowledge and understanding of a wide range of evidence provides the basis for daily activities, diversity programming, leadership, and strategic planning at multiple levels of institutional operations.

STANDARD FIVE

Has an understanding of how curriculum development efforts may be used to advance the diversity mission of higher education institutions.

Curriculum is the purview of the faculty, and it also is a place where institutional diversity goals and learning outcomes are articulated, implemented, taught, and assessed. Chief diversity officers partner with faculty in curriculum development efforts to facilitate inclusive teaching and learning practices.

STANDARD SIX

Has an understanding of how institutional programming can be used to enhance the diversity mission of higher education institutions for faculty, students, staff, and administrators.

Colleges and universities vary with respect to mission, values, culture, and context. Chief diversity officers can identify and apply multiple sources of delivery methods to reach a diverse and complex audience within campus communities to enhance the diversity mission of an institution. These methods include, but are not limited to, presentations, workshops, seminars, focus group sessions, difficult dialogues, restorative justice, town hall meetings, conferences, institutes, and community outreach.

STANDARD SEVEN

Has an understanding of the procedural knowledge for responding to bias incidents when they occur on college or university campuses.

Bias incidents and hate crimes often occur on college and university campuses. Chief diversity officers serve as leaders regarding appropriate and effective responses to such incidents. In collaboration or partnership with others, chief diversity officers provide leadership in advancing appropriate and effective campus responses, such as (1) providing support and consultation to victims; (2) assisting in working through the institutional complaint process; (3) engaging law enforcement, regulatory agencies,

or other campus authorities; and (4) providing consultation to campus leadership in communications with the media, as well as campus and community constituents, about the incidents. Where appropriate, CDOs facilitate, monitor and/or assist in record keeping and reporting activities that are required by law regarding such incidents (e.g., Clery Act; Title IX).

STANDARD EIGHT

Has basic knowledge of how various forms of institutional data can be used to benchmark and promote accountability for the diversity mission of higher education institutions.

Existing research provides compelling arguments for the use of various assessment tools to document the educational benefits of diversity and institutional effectiveness. Diversity efforts should be assessed beyond compositional data and satisfaction surveys. Basic knowledge of various methods of institutional data collection (e.g., academic achievement gaps, academic remediation, STEM participation, honors enrollments, graduation and persistence rates, recruitment and retention of students, faculty and staff) will help chief diversity officers promote accountability.

STANDARD NINE

Has an understanding of the application of campus climate research in the development and advancement of a positive and inclusive campus climate for diversity.

Campus climate research plays a central role in the development and advancement of strategic diversity planning. Although expertise as a researcher is not generally required, CDOs should be capable of providing oversight for periodic assessments related to campus climate for diversity, equity, and inclusion. Chief diversity officers can draw on the expertise of internal or external consultants to conceptualize and conduct research on their own campuses, and to utilize the findings to effect change and advance the development of institutional strategic planning efforts.

STANDARD TEN

Broadly understands the potential barriers that faculty face in the promotion and/or tenure process in the context of diversity-related professional activities (e.g., teaching, research, service).

Teaching, research, and service activities take many forms, and are the intellectual drivers and pillars for most colleges and universities. Working collaboratively with the academic community, chief diversity officers can support and advocate for faculty who work to challenge the hegemony of a disciplinary body of knowledge or who are historically underrepresented in the academy.

STANDARD ELEVEN

Has current and historical knowledge related to issues of nondiscrimination, access, and equity in

higher education institutions.

Access and equity are central to the mission of higher education institutions, as are nondiscrimination laws, regulations, and policies, which have a longstanding history of advancement and modification. Institutional policies related to nondiscrimination may conform to, or be at variance with, federal and/or state mandates. For example, sexual orientation nondiscrimination may be incorporated into institutional policies despite lack of inclusion in federal or state laws. The chief diversity officer should have an awareness and understanding of the interplay among various laws, regulations, and policies regarding nondiscrimination.

STANDARD TWELVE***Has awareness and understanding of the various laws, regulations, and policies related to equity and diversity in higher education.***

Institutions of higher education operate under the authority and jurisdiction of laws, regulations, and policies related to (or affecting) equity and diversity in higher education. In some cases, laws, regulations and policies mandate specific actions regarding issues of harassment, hate, nondiscrimination, equal access, equal treatment, and procurement/supplier diversity. In other instances, laws, regulations and policies place restrictions on the types and forms of activities chief diversity officers may pursue in advancing a diversity mission. Thus, awareness and understanding of the various national, state, and local laws, regulations, and policies are critical for the effective functioning of the CDO.

APPENDIX E: ANALYSIS OF THE DIVERSITY ACTION COMMITTEE REPORT (2002) AND THE STRATEGIC PLAN FOR THE OFFICE OF THE VICE PROVOST FOR DIVERSITY (2013 DRAFT)

The 2002 report contained 127 recommendations in the areas of campus climate and environment, retention and recruitment of undergraduate and graduate students, curriculum development, and the retention, recruitment and promotion of faculty and staff. The committee, to the best of their knowledge, and with the review of the 2005 Progress Report, as well as other accomplishments that are documented on websites and other available reports provided to this task force made determinations as to the progress of each recommendation. In keeping with the Provost's charge to the Task Force, this is one way for us to examine the dynamics of interacting forces that contribute to the University's current diversity environment, determine the gap between current and desired outcomes, and identify existing enablers of and barriers to diversity.

We also reviewed the draft Strategic Plan of the Office of the (former) Vice Provost for Diversity and mapped the goals and recommendations presented in that report to the rubric of the 2002 report. Note that the 2013 report was focused only on the recruitment, retention, and equity of faculty and staff. Both the 2002 and the 2013 reports clearly outline the need for assessment, evaluation and, accountability.

The following are key points in the evaluation of the recommendations put forth in the 2002 report.

ENVIRONMENT: PHYSICAL, SOCIAL AND CULTURAL, EDUCATIONAL, AND QUALITY OF LIFE

Physical – Goal is to build a physical environment of the University that insures the dignity of its members.

- Welcoming spaces, 'halls and walls of fame' have been created throughout campus that celebrate our diverse environment.
- Oversight on the ADA compliance has been consistent.
- Transgender issues are being addressed.
- Housing and meal plans are responsive to the diversity on campus.

Social and Cultural – Goal is to create an environment that recognizes and celebrates cultural and social differences.

- Diversity lectures and classroom discussion on diversity is occurring on campus but no formal annual lecture series or specific diversity curriculum has been established.

- Town meetings focused on critical issues and the exchange of ideas should be established as opposed to town meetings only organized as a reaction to an incident.
- Information about diverse programming at the regional campuses should be collected.

Educational – Goal is to encourage and support the continuing interaction of diverse cultures and communities.

- Course curricula on diversity needs further development and assessment.
- Integration of programming and speakers with classroom discussions should be systematic and more co-sponsorship across departments and units encouraged.
- Incentives (grants, fellowships) for research on topics of diversity and multiculturalism should be explored.
- Cultural competency training should be available for faculty and staff.
- Diversity training should be available, if not mandatory (similar to mandated training for faculty and staff) for all student organizations.

Quality of Life – Goal is to promote and foster a climate in which the quality of life is affirming and nurturing for all on campus

- Ensure that mission statements, strategic plans, policies, and practices, speaks to the diversity on campus and the safety for all community members.
- Provide resources and services to address the needs of a diverse student population.

DIVERSITY IN THE CURRICULUM

Goal is to cultivate an understanding of diversity through faculty development; undergraduate and graduate curriculum transformation; and creating faculty incentives for curriculum diversification.

- Creation of undergraduate Gen Ed requirement for 6 credits/2 “D” courses in Diversity and Multiculturalism (since 2005) a positive development; consider expansion of offerings in a range of disciplines, including those outside social sciences and humanities.
- Efforts to infuse diversity into the curriculum at undergraduate and graduate levels have occurred, but further analysis is needed to understand the extent of progress, which fields have excelled and which have lagged in achieving desired outcomes; specific attention to such curriculum development at the graduate level (in a range of programs) should occur.
- “Teaching for Inclusion” training has been envisioned but has yet to be systematically implemented; assess whether or not there are models of such programs either within the University or at other institutions that could be followed.
- Limited “take up” of recommendations to foster departmental/unit level programming on diversity seminar series and other departmental activities to foster knowledge, experience and appreciation for diversity issues; this requires a more systematic action plan that may be best facilitated by department heads/deans and upper administration.
- Funding for initiatives to encourage integration of diversity initiatives at departmental/school/unit level would foster the overarching goal for diversifying the curriculum

and faculty development; this includes providing incentives through sabbatical leaves, merit, promotion and reappointment for efforts advancing these goals.

- Whether or not to include in student evaluations the instructor’s ability to foster an inclusive climate should be reexamined (it is not currently included in the revised online evaluations).

RECRUITMENT & RETENTION – STUDENTS

Goal I – Review/enhance efforts to recruit and admit undergraduates from underrepresented populations, including international undergraduate students

- Recommendations that have been met include the rebranding of our institution.

Goal II – Create financial incentives for “no need” underrepresented populations.

- There is a lack of institutional financial support for students as a result of increased tuition etc.

Goal III – Review the effectiveness of current retention strategies for underrepresented populations. Create and enhance successful initiatives.

- There is work being made on individual levels with different departments and organizations on campus, there is a greater need for the institutional support as a whole to enhance initiatives that promote diversity.

Goal IV – Provide student support activities and services to facilitate an environment for success.

- Most of the recommendations are in progress.

Goal V – Secure funding and assure support for retention related activities for underrepresented populations.

- These recommendations have not been met as of yet.

PROFESSIONAL RECRUITMENT AND RETENTION

Goal is to cultivate the diversity of faculty, staff and administrators through the recruitment and retention of underrepresented groups (in terms of race, gender, disability, socioeconomic status and sexual orientation).

- Require unit administrators to develop and implement plans supporting diversity initiatives in hiring (external and internal) and promotion and hold them accountable.
- Cultivate a grow-your-own faculty program through the UConn graduate student pipeline.
- Seek out and nurture relationships with aspirant universities (with regard to diversity), historically black and women institutions, community partners, international organizations and other non-traditional groups, supporting recruitment, exchange programs, visiting scholar programs, etc.
- Fund diversity advancement, reward diversity in action and enhance equity--outstanding mentor awards, PTR recognition, merit recognition, salary reviews/equity adjustments, annual diversity awards, diversity grants program, leadership and career training for women faculty and professional staff, etc.
- Educate on diversity issues.

APPENDIX F: MEMBERSHIP OF 2002 DIVERSITY ACTION COMMITTEE AND 2013-2014 DPSC INITIATIVE

THE 2002 DIVERSITY ACTION COMMITTEE MEMBERS:

| | |
|---------------------------------|---------------------|
| Ronald L. Taylor [co-chair] | Joanne M. Lewis |
| Ross D. MacKinnon [co-chair] | Peter B. Luh |
| Cynthia H. Adams | Jose E. Manautou |
| Alexinia Y. Baldwin | Maria D. Martinez |
| Robin Barnes | Charles McGraw |
| Robert L. Bee | Kenneth J. Neubeck |
| John C. Bennett | David D. Palmer |
| Arthur W. Brodeur [Staff] | Bandana Purkayastha |
| Irene Quong Conlon [Ex-Officio] | M. Angela Rola |
| Arnold M. Dashefsky | Aida L. Silva |
| Pouran D. Faghri | Robert W. Stephens |
| Karla H. Fox | Christopher Wentzel |
| James G. Henkel | Aliza Wilder |
| Andrea Dennis LaVigne | |

THE 2013-2014 DPSC INITIATIVE COMMITTEE MEMBERS:

| | |
|--------------------------------|--|
| Elizabeth Conklin, Co-head | Katherine Johansen [ODE Representative] |
| Jeffrey O. G. Ogbar, Co-head | Hanna Prytko [ODE Representative] |
| Mark Overmyer-Velazquez, Chair | Jason Charrette [Graduate Representative] |
| Greg Bouquot | Safet Berisa [Graduate Representative] |
| William Jelani Cobb | Shiv Gandhi [Undergraduate Representative] |
| Robert Colbert | |
| Fe Delos-Santos | |
| Terri Dominguez | |
| Maria-Luz Fernandez | |
| Peter Luh | |
| Allison MacKay | |
| Maria Martinez | |
| Willena Price | |
| Eugene Salorio | |
| Charmane Thurmand | |
| Dana Wilder | |
| Ted Yungclas | |

APPENDIX G: THE PROVOST'S COMMISSION ON INSTITUTIONAL DIVERSITY

2011-2012 SUMMARY REPORT

Dean Salome Raheim (Co-Chair)
Dean Jeremy Teitelbaum (Co-Chair)

TWENTY-YEAR DEVELOPMENT OF THE PROVOST'S COMMISSION ON INSTITUTIONAL DIVERSITY (PCID) AT THE UNIVERSITY OF CONNECTICUT (1992-2012)

President's Commission on the Status of Women (1992-1997)

In April, 1991 the [Task Force on the Status of Women](#) issued a report directed at educating the university community with respect to various women's issues. Due in part to this report, the [President's Commission on the Status of Women \(PCSW\) was created](#) in the fall of 1992 "... to provide ongoing attention to the issues of equity for women." From [1993-1994](#) the PCSW conducted a study to evaluate "trends and patterns in the representation of women at the University of Connecticut." This study resulted in the 1994-1995 "[Dreams Deferred Report](#)", which substantially influenced University policy concerning women's issues. The PCSW remained active and met regularly in [1994-1995](#) and [1995-1996](#). A 1996 report entitled "[A Minority Among Minorities](#)" provided an account of the experiences of women of color at the University of Connecticut.

Chancellor's Commission on the Status of Women (1997-2002)

In [1997](#) the PCSW structure was modified to report directly to the Chancellor rather than the President. As a result the committee name changed slightly to "*The Commission on the Status of Women at UConn*" or eventually as the "*Chancellor's Commission on the Status of Women*" (CCSW). The CCSW continued to meet in [1997-1998](#), [1998-1999](#), and [2000-2002](#).

Provost's Commission on the Status of Women (2003-2011)

In 2003, then Chancellor J. D. Petersen sought to [reconstitute the CCSW](#). Because the office of the "chancellor and provost for university affairs" [changed in name](#) to "provost and executive vice president for academic affairs", the committee reemerged as the [Provost's Commission on the Status of Women](#) (PCSW). This newly reorganized commission sought: "... to improve the quality of life, and increase educational and career opportunities and advancement for all women at the University of Connecticut." The charge of the committee included:

1. Discern and report to the University community the status of women and gender equity issues related to both the employee and student population of the University.
2. Promote gender equity by identifying, and advocating for the removal of institutional barriers, policies or practices that limit opportunities and advancement of women.

Provost’s Commission on Institutional Diversity (2011-present)

In 2011, under the direction of Provost Peter J. Nicholls, the PCSW expanded its original focus on the status of women to include all elements of institutional diversity. The resulting *Provost’s Commission on Institutional Diversity* (PCID) was created to improve the quality of life and to increase educational and career opportunities at the University of Connecticut. The Commission's focus is on social identities that are underrepresented in higher education and at UConn or that have experienced unequal treatment due to societal dynamics of power and privilege. The Commission is divided into the following subcommittees:

1. Retention
2. Recruitment
3. Leadership Development
4. Building a Just Community

Other diversity-related components of the University of Connecticut include:

[The Senate Diversity Committee](#) (since 2008)

[Office of Diversity and Equity](#)

CLAS [ALTERR Committee](#) (since 2010)

[Women’s Center](#) (since 1972)

Respectfully submitted,
Donald Les, Chair – Recruitment Subcommittee

BUILDING A JUST COMMUNITY SUBCOMMITTEE REPORT

The Subcommittee on Building a Just Community had planned to recommend conducting a campus climate survey, the creation of a website and archives on diversity and civility and engaging in civil discourse through metanoia on a just community and on race and gender. However, we found that these initiatives are already being taken up by other subcommittees or by the President’s Commission on Work Place Civility. As a result, I suggested to the steering committee of the PCID that I prepare this note about some of the principles and practices of just community I found in my review of the literature.

The success of an educational institution depends on its ability to create a sense of community that combines the scholarly with the social. All participants, especially students, must have a feeling “... of being cared about, treated in a caring way, valued as individual and accepted as part of community and the quality social life on campus”.# The need to actively promote a sense of community on campuses has increased as the populations of campuses became more diverse. The promotion of a sense of community on campus is important for the success of the educational process and as a matter of justice. Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, (1990) has outlined the following six characteristics that should define institutions of higher education:

A Purposeful Community

A college or university is, above all, a purposeful community, a place where the intellectual life is central and where faculty and students work together to strengthen teaching and learning.

An Open Community

A college or university, at its best, is an open, honest community, a place where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed.

A Just Community

A college or university is a just community, a place where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued.

A Disciplined Community

A college or university is a disciplined community, a place where individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good.

A Caring Community

A college or university is a caring community, a place where the well-being of each member is sensitively supported and where service to others is encouraged.

A Celebrative Community

A college or university is a celebrative community, one in which the heritage of the institution is remembered and where rituals affirming both tradition and change are widely shared.

Responding to Boyer's call, many colleges and Universities have taken initiatives to promote just communities within their campuses. Most of these initiatives have similar features. I selected the University of Cincinnati to include in this note. The University of Cincinnati listed the following principles of its just community:

Accept Responsibility by striving to build a learning community committed to these common values and principles.

Celebrate the Uniqueness of Each Individual by respecting individual differences and promoting common interests.

Embrace Freedom and Openness by working to create an environment that is safe and affirming, one that nurtures independent thinking and the free and open expression of ideas.

Practice Civility by extending to those we meet the same respect, cooperation and caring that we expect from others.

Promote Justice by working to build a learning environment that offers everyone an equal opportunity to grow, flourish and contribute.

Pursue Learning and Scholarship by building on successes, learning from mistakes and pursuing quality in teaching, research and creative endeavors.

Seek Integrity by aspiring to the highest moral and ethical standards.

Strive for Excellence by aspiring to achieve our fullest potential in our educational and personal pursuits.

The University of Cincinnati has several programs that promote the just community including a freshman convocation and ethnic reception for faculty staff and students. Its most important activity which includes the Cincinnati community is BRIDGES for a Just Community. It brings people together to achieve inclusion, equity and justice for all. BRIDGES provides programming designed to meet community challenges related to diversity, inclusion and social justice.

Chen (2004) conducted a survey of Columbia University students' perceptions of the campus community. He reported that students' sense of community is associated with their feelings of being cared about, valued as individuals and accepted as part of the community and the quality of life. Chen also reported that the most negative influence on community comes from feelings of loneliness on campus.

Some Observations:

From the literature and some personal observations, I have extracted some lessons. The first lesson is that a viable campus community has to be a just community where "...the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued."# Such community depends on creating harmony between the academic and the social. Students value an active learning and social environment in residence halls (Chen, 2004).

The second lesson I learned is that a just community has three components; values, structures and processes. I believe institutions are good at formulating values and creating structures but fall short on processes. There is almost universal agreement on the values of a just community. Respect for individuals, equality of opportunity, openness and honesty are enshrined on every document on just community I reviewed. Committees, academic and cultural centers and offices are established to promote community, civility and justice.

The implementation of the principles of a just community, in many instances, falls short in the two most imported components of campus life; the classroom and the residence halls. In most campuses the concepts and practices of a just community are usually covered in some of the courses in the social sciences, ethnic and gender studies. This deprives a significant number of students and faculty from engaging on the intellectual discussion of a just community and of actively practicing it in their courses. I believe there is room in the sciences, engineering and business courses for the discussion and practice of a just community. In the classroom we rarely explicitly promote a just community by ensuring that all students feel included. For example, in group assignments we can make sure that each group's membership is representative of the class diversity. We can also encourage students to make their study groups inclusive. Such actions do not distract from the course's focus or take much time. When I taught undergraduate courses a frequent complaint by minority and international students is

that they don't have access to files of old exams and information about the idiosyncrasies of professors that are available to their White classmates from their fraternities and sororities. I used to address this concern by suggesting that the student approach his/her White classmates to form study groups. I also started putting my old exams on reserve in the library.

The same problem is present in the social life on the campuses. Cultural centers, ethnic studies and women centers, organizations and committees offer many activities to promote a sense of a just community. While cultural centers are open to all students, faculty and staff, they are rarely frequented by people other than the members of the specific ethnic/cultural/gender group. We have to figure ways to attract more people to attend. One way that is used to encourage students to attend such events is to make it part of a course requirement. However, this is usually limited to courses in the social sciences, ethnic studies or gender studies. Perhaps attendance can be increased by having a center partner with a residence hall to sponsor multicultural programs or discussions of Campus atmosphere.

Finally, there is a need to assess the outcomes of the different programs and initiatives to identify what worked and what did not work. It might also be important to include contributions to promoting a just community in performance measurements and rewards metrics of faculty and staff.

RECRUITMENT SUBCOMMITTEE REPORT

Actions taken by the subcommittee on recruitment (SR):

The PCID subcommittee on recruitment (SR) was first organized and a chair appointed in May, 2011. Several members of the subcommittee met informally on June 24th, 2011 to discuss various possibilities for the direction that our committee would take to meet its objective of facilitating recruitment. At that meeting, we agreed that it would be very useful to put together a comprehensive website highlighting "Diversity at UConn", which would contain links to every imaginable resource for students, faculty and staff. Currently, that information is scattered throughout the university websites or has not yet been added to any UConn web page. We anticipated that this website could hopefully be linked on the main webpage, and would then contain links to all of the institutional resources, etc. We initially sought to include separate tracks for faculty and students, both prospective and current. Overall, the goal would be to incorporate information on as many relevant topics as possible. We emphasized the need to include high quality photos, and perhaps feature short interviews or essays by UConn faculty and students representing different aspects of campus diversity. The SR members felt that such a site would provide prospective hires with invaluable respect to diversity-related information. We also felt that putting together such information would expose areas of policy that needed to be addressed, such as dual career families and coordination of relocation activities. The latter topic was considered for follow up once the website is finished. We hoped to meet at least once each month to summarize progress.

The subcommittee members spent the first few sessions discussing how the University of Connecticut might recruit an increasingly diversified faculty, staff, and student body. The SR members agreed that making appropriate information available to individuals would be an effective way to draw them to the University, including those considering UConn and those who had not yet considered

UConn as an employment or academic destination. We concluded that one effective way to recruit a diverse faculty and staff to UConn would be to promote the most positive aspects of the University, such as by highlighting the appeal of life in Connecticut, and by strongly conveying the University's commitment to diversity. Subcommittee members developed ten most likely areas of interest to faculty and staff and began assembling information related to those areas, listed below:

- Community and Diversity
- Where We Live (Information about Connecticut's towns, with links to the State-maintained statistics)
- AAUP links
- Benefits and Work-Life Connections
- Promotion and Tenure Information
- International Resources (including Visa Information)
- Places of Worship/Meditation
- Activities and Entertainment
- Faculty and Staff Organizations
- Multicultural Resources (including museums, ethnic grocery stores, and other items of that might be of interest to individuals and families working at the University of Connecticut and living in the state)

Subcommittee members spent several months gathering information on these ten topics. The SR created a preliminary plan, which would map from the main University web page, and contain pertinent information that a potential new faculty member or staff person could find useful in making an informed decision about joining the UConn community.

The SR chair met with website development personnel from the Provost's Office and UITS to discuss how the information gathered by the SR might best be featured. A resulting mock-up, which presents some conceptual options, was produced and is available at the following link: <http://web2.uconn.edu/diversity/>

In the course of their work, the SR eventually met with a consultant from the Provost's Communication Office, who indicated that only limited resources were available to maintain and update such a site. The consultant suggested that the SR consider focusing the website on institutional diversity topics only (which could be hosted and maintained by the Provost's Office), and move many of the resource web links to other university programs who could better maintain them and keep the information updated. The SR realized that the successful development of such an institutional diversity website would require a much larger scope of interactions with other programs than had initially been anticipated. The SR began to consider how this objective might best be achieved.

Another item considered by the SR was to possibly include on the eventual website, a number of videotaped interviews from various persons across campus. Research by SR members revealed that other universities make use of video essays by current employees and students to assist in recruitment of new members to the campus community. The subcommittee considered creating video essays on specific topics such as:

1. What is it like to succeed at UConn? (What are the promotional tracks and what are the steps to gaining tenure? What are some of the other routes to success for others in special circumstances such as Trustees Professors, women in the STEM fields, faculty who have moved into administrative careers, and researchers awarded major grants?)
2. What is it like to balance work and family obligations? (How accommodating is UConn for single parents, dual-career families, or employees caring for aging parents?)
3. What is it like to live in the Connecticut community and to be in New England? (What is it like to be working class in affluent region or, alternatively, affluent class in working region? What are the housing options? What will commute/transportation involve? What is the cost of living? (Note: we would want to include information of interest to international recruits and recruits from other regions of the United States.)
4. What is it like to be underrepresented at UConn? (What is life like as a person of color or as a visible religious minority? Is UConn a comfortable place for someone who is lesbian, gay, bisexual or for someone with non-normative gender identity? Is UConn accommodating to people with disabilities?)

The SR felt that by providing a realistic appraisal of what it was like to be a member of an unrepresented group in the UConn community, we would establish greater legitimacy to our commitment for achieving institutional diversity equality. However, research by one committee member indicated that this type of video production would be cost-prohibitive at the present time, and that it might be better to start with a few “static” essays; i.e., a photograph of a person accompanied by a written narrative instead. Overall, we agreed that this particular endeavor was too large a task for the subcommittee to take on during the current year, but hoped to reconsider the prospect in the future. We also would exploit any opportunistic alternative such as the recent “President’s Symposium on Diversity,” a recording available online at: http://video.lib.uconn.edu:81/diversity_forum_04-09-2012/ and which could be featured effectively in recruitment efforts [the link currently exists on the ODE website].

The SR also recommends that all future search advertisements should include a link to the “new” recruitment website once it has been completed. Development of a mobile “app” might be possible to help disseminate the information. We also advocate that once the website and recruitment program has been finalized, a formal “launch” should be made both internally and externally, with a concerted effort to network through academic professional organizations.

A university calendar account has been set up for the PCID by the SR chair. Eventually, we plan to include the calendar, which would highlight upcoming diversity events on campus, on the front page of the diversity website. An additional recommendation would be to add a category or field to the “Daily Digest” publication submission form that could potentially enable searches by type of event or activity.

In addition to these ideas, the SR also thought that a prominently featured diversity statement, issued by the President of the University would be important in communicating the University’s commitment to diversity in any recruitment literature and elsewhere. A recommended diversity statement is attached at the end of this report.

Additional Resources/Assistance Desired:

The web development personnel at the Provost's office (Mark Roy, Brandon Murray) have not adequately helped the SR develop the diversity website for several reasons. Murray has deferred to Roy as having more relevant expertise; however, Roy now works only part-time and is minimally available for consultation. This has been one of the most frustrating aspects of our work. Because none of us can actually bring about the final website project without the appropriate assistance, we have not moved along as fast as we would like. It would be ideal to have some type of dedicated support in this area.

The cost of producing video clips for a diversity website is quite high. However, the SR believes that this type of production might be highly effective. If possible, we would like to secure funding to produce at least a few video interviews.

The pending hiring of a new vice-provost for diversity has called into question the role of the SR in pursuing the development of an institutional diversity website. Because it is uncertain to what extent the SR's efforts will be incorporated by the new vice-provost, it is difficult to proceed with long-range plans. The SR would like further clarification of our role in this regard.

Future directives

In compiling information for the proposed diversity website (work-life connections), the SR felt that the issue of dual career needs has not been dealt with sufficiently, leaving little or no available information pertaining to what represents a critical recruitment issue in many cases. The SR felt that the University of Connecticut would benefit greatly by establishing and articulating clearer policies and procedures on partner hiring and that making these policies and procedures known would streamline recruitment efforts. Subcommittee members are still in the process of gathering information from other universities on best practices on the issue of spousal hires. We hope to submit additional information on this topic at some future time.

Summary recommendations relating to diversity and recruitment

We offer several recommendations for the University's future efforts to increase diversity through recruitment.

First, we recommend greater publication of the University's commitment to diversity. We recommend broad publication of a President's Statement on Diversity. We have drafted an exemplar statement, which is attached. Our understanding is that the University is revamping its web sites and we hope that there will be a comprehensive "Diversity" page by Spring 2013. To make sure that the University's commitment to diversity is communicated in recruiting efforts, we encourage the University to include a link to this diversity page in all recruiting and advertising materials, especially search announcements for open positions.

Second, we recommend a centralization of information and resources. Specifically, our work during the year made clear that information that might be of interest to those the University of Connecticut might want to recruit was scattered—and sometimes non-existent. We recommend that the University create a web page clearly describing the structure and roles of various University offices, including the Office of Diversity and Equity (ODE), the Senate Diversity Committee, and the Provost's

Commission on Institutional Diversity (PCID). We also recommend the creation of a Frequently Asked Questions (FAQ) page related to diversity. Not only should this page include aggregate statistics on the composition of the University, but should also include information on the ten priority issues listed above. The FAQ page should provide information of interest to both current members of the University community and to potential members of the community.

Third, we believe that the University should create some mechanisms that allow input from the broader campus community on recommended changes or best practices. In short, there should be a feedback loop. There should be a non-confrontational way for members of the campus community to raise concerns about diversity, to make recommendations for increasing diversity, and to share information about best practices. There should also be some process for reviewing and acknowledging that input, for implementing changes, and for informing the community of changes. An annual report on diversity efforts distributed University-wide and soliciting input for the next year might foster increased engagement and signal the University's sustained commitment to diversity.

Finally, we are aware that roles and responsibilities are shifting under the new president and that there will soon be a new Associate Vice-Provost for Diversity and Equity. We hope that oversight and delegation of issues will become clearer in the coming year. We encourage transparency in diversity efforts and encourage the creation of a system that will encourage input from everyone in the campus community because we believe that everyone benefits from increased diversity.

PCID Subcommittee on Recruitment – Recommended Diversity Statement to be Issued by President Herbst

Individuals seeking and providing higher education are increasingly diverse. Burgeoning globalization has greatly expanded the sharing of ideas, interdependence of economic interests, and influence of countless innovations. The University of Connecticut embraces this enhancement of diversity and endeavors to reflect it at all levels.

The University of Connecticut welcomes individuals from diverse ethnic, racial, national, and religious backgrounds and individuals from various political and ideological perspectives. We seek to build a community where a person's identity, background, sexual orientation, gender identity, or disability never becomes a barrier to achievement. A strong University must draw upon its most talented scholars, researchers, and students and is responsible for creating and maintaining an atmosphere where all can flourish. We at the University of Connecticut strive to exemplify a model that teaches respect and civility, particularly across differences of opinion and identity.

The University of Connecticut became an early leader in interdisciplinary discussions of human rights and we must continue to lead those discussions. The University encourages all members of the University — its students, faculty, staff, and administrators — to expand their familiarity and interactions with cultures beyond their own. We believe that a greater understanding of humanity can develop only when open and respectful communication exists with respect to our differences and issues of inequality. We also believe that cultural competence and the ability to draw from broader perspectives fosters stronger research and facilitates engagement with our academic communities as well as interactions with the broader public.

Most importantly, we believe that “diversity” should not be euphemized as a keyword for token inclusion of the underrepresented; rather, we embrace a robust concept of diversity that seeks meaningful participation from the broadest group of people and sincere engagement with the most extensive spectrum of ideas, thoughts, and perspectives that our flourishing community can nurture.

RETENTION SUBCOMMITTEE REPORT

Retention Subcommittee’s Charge

To identify and recommend policies and programs to:

Support the social and academic success of students from groups that are underrepresented in higher education and at UConn and/or have experienced unequal treatment due to social oppression.

Support the retention and career progress of faculty and staff from groups that are underrepresented in higher education and at UConn and/or have experienced unequal treatment due to social oppression

Tasks

Collect and review a short list of existing recommendations in our area of responsibility that might be taken up quickly.

Develop an outline of data that would be helpful in future work.

Positive things on campus relative to diversity & retention / some related to progress on the 2002 “Diversity Plan”

umbrella faith community/support

close proximity to urban areas (NYC, Boston, Hartford)...good for external programming or consulting

Majors and Minors relative to race/culture/gender

For faculty/staff:

- Cultural Institutes & Initiatives
- Joint appointments (institutes/programs and disciplines)
- Research generated by the above programs and individuals

For students:

- Cultural Centers
- multiple mentoring programs for students
- academic support services
- free association policy for student organizations
- learning communities
- diverse meal plans/food choices

Highlights of proposed work:

Tasks

1. Collect and review a short list of existing recommendations in our area of responsibility that might be taken up quickly.

- a. **Stereotype threat** (students): local experts share, bring in a major name consultant (like Claude Steele) to give a presentation, conduct an assessment, and then work with us to design a program
 - b. **Mentoring** programs for faculty, staff, and graduate students (inventory existing programs; share best practices/enhance and improve programs where necessary; establish programs where lacking)
 - c. Create a directory of faculty and staff of color (self-select in)
2. Develop an outline of data that would be helpful in future work.
- a. **Climate Surveys** (the civility survey in development will not meet our goals);
 - a.i. general social climate survey (including attitudes, perceptions and experiences); every two years
 - a.ii. social climate survey(s) that target various groups about their perceptions and experiences; every two years
 - b. **Attrition statistics** (faculty, staff and students from socially oppressed groups who leave)
 - c. **Exit interviews** (use qualitative and quantitative methods to determine why students, staff and faculty from socially oppressed groups leave)

STUDENTS

| Issues related to retention | Suggested solutions |
|--|---|
| Stereotype threat may negatively affect students' academic achievement | Conduct a study to assess (determine whether or not, and if there is the scope of) the effects of stereotype threat on students' achievement, mental health, etc. 1. Then bring in consultants like Claude Steele to develop a program to address stereotype threat 2. UMICH early arrival program could be a model |
| Climate | Climate Surveys (the civility survey in development will not meet our goals) 1. general social climate survey (including attitudes, perceptions and experiences); every two years 2. social climate survey(s) that target various groups about their perceptions and experiences; every two years NOTE: The "Climate Survey" that Vicky Magley spoke about is not for students, and will not address many of the issues that the sub-committee wants to understand and address (it is focused on civility). |
| Attrition | Provide data on the attrition of students from socially oppressed groups. |
| Find out why people from socially oppressed groups are leaving | Develop a policy for exit interviews. 1. Survey students from socially oppressed groups to determine why they are leaving. 2. Use quantitative and qualitative methods |

| |
|---|
| <p>Notes/Ideas from the Multicultural Committee of the Undergraduate Student Government:</p> <ul style="list-style-type: none"> • They are supportive of the stereotype threat assessment project idea • They would like to ensure that there are classes that address issues of stereotypes, race, gender, sexuality, sexual orientation, etc. They know that there are classes out there, but they would like to see a list somewhere of all diversity-related classes. • They think faculty and staff need sensitivity training. <p>They worry about students in crisis encountering insensitive faculty and staff during their time of great need.</p> |
| <p>Ideas in response to the students comments about sensitivity:</p> <ul style="list-style-type: none"> • Often feelings are the result of a cumulative effect (from small oversights to outright exclusion) • Are we educating/training on what is insensitive, from the small oversights to outright exclusion? • Is insensitivity being reported? If so to whom? If not, to whom should it be reported? |

GRADUATE STUDENT-SPECIFIC ISSUES

| Issues related to retention | Suggested solutions |
|---|---|
| <p>a. Isolation (one or two socially oppressed students in the program) and failure to specifically consider the climate for these graduate students.</p> | <p>Recruit actively to increase the numbers of students from socially oppressed groups (as defined in the opening paragraphs); recruit two or three people together if possible.</p> <p>Seek feedback from graduate students each year to find out what worked for them and the challenges they face. Feedback should be given to people they trust/select, not just Directors automatically. Ombud would be great.</p> <p>Disseminate information about relatively successful models—e.g. Sociology’s initiatives to successfully recruit and retain highly successful students of color—to other units, and continue to build on such models.</p> |
| <p>b. Lack of specific mentoring to address issues that students of color face. For instance, if graduate student instructors are repeatedly challenged in classes, what is their recourse?</p> | <p>Set up specific mechanisms to address issues that graduate students of color face in classrooms—as teachers and students—and make sure these processes are clear to the students and the rest of the department.</p> <p>Appoint ombudspersons at the department level and the college level. Make sure graduate students can talk confidentially to the ombudspersons.</p> <p>Recognize these ombudspersons roles as service for the university (consistent with the objectives of this commission).</p> |
| <p>c. Lack of specific mentoring to link graduate students to appropriate professional networks</p> | <p>Graduate students need to be linked to professional networks early in their careers. Departments need to</p> |

| | |
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| | set up processes that promote such network. |
| d. Address bias in student evaluations for graduate students instructors | See note on faculty experiences. |
| e. Address gap in policies. e.g., we do not have a clear maternity policy for graduate students—a policy that takes into account conditions of their employment and healthcare. | The graduate school needs to review the process for these policies and provide consistent information, and, perhaps, a designated person to help graduate students navigate the process. |

FACULTY

| Issues that might affect retention | Possible solutions |
|--|--|
| <p>a. Faculty from socially oppressed groups are often very isolated in their departments.</p> <ul style="list-style-type: none"> • There is a lack of mentors who understand and champion faculty member’s work within the department, college, university and professional associations, and this often means the scholarship of these faculty are undervalued. | <p>Create a directory of faculty and staff of color (self-select in)</p> <p>Ensure that there are mentoring programs for faculty (inventory existing programs; share best practices/enhance and improve programs where necessary/establish programs where lacking)</p> <p>NOTE: Participation in these programs needs to be taken into account of the workload, as faculty and staff from socially oppressed groups are always being asked to be part of these efforts (see b, below)</p> <p>Make sure junior faculty members are being actively linked to professional networks.</p> <p>Make sure tenured faculty members are made aware of opportunities within and outside the university.</p> <p>Have an orientation or a series of workshops for faculty from socially oppressed groups (like ITL’s “Women in the Classroom” workshop).</p> <ul style="list-style-type: none"> • The Black Academic’s Guide to Winning Tenure—Without Losing Your Soul by Kerry Ann Rockquemore and Tracey Laszloffy could be helpful. |
| <p>b. Minority faculty are often asked to serve on many more committees and participate in many more events than their peers—especially those who are jointly appointed—in order to contribute to the university’s diversity initiatives.</p> | <p>Protect research time. If faculty are serving on several committees these need to be taken into account as their research productivity is assessed.</p> |

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| | <p>In addition, several faculty members belong to a feminist sociologist professional organization which has an outstanding mentoring and career development program. These faculty and their graduate students would train others on how to develop these professional/university initiatives.</p> |
| <p>c. Because of past structural barriers the best external reviewers may not be located in UCONN’s peer or aspirant institutions.</p> | <p>Find appropriate external reviewers for faculty—especially those who work in understudied areas.</p> <p>Focus on getting the best substantive assessment of the research instead of focusing solely on reviewers who are located in the top ranked institutions (i.e. choose these reviewers based on their scholarly reputation rather than their structural location).</p> |
| <p>d. Understand the challenges that faculty of color often face in classroom</p> | <p>Demand a moratorium on SET’s until we determine the scope of the problem.</p> <ul style="list-style-type: none"> • Conduct a study to determine whether or not, and if there is, the scope of bias in student evaluation of teaching; have OIR report evaluation data in additional ways (ways that root out bias) • A study such as this could provide all kinds of data...comparisons across departments or disciplines, comparisons of evaluations to grades, in addition to race/culture, gender, etc. • part of this should be a literature review on the bias of teacher evaluations <p>In the short term, ask OIR to generate median scores and standard deviations.</p> <ul style="list-style-type: none"> • Make sure—at the college level—all departments understand why it is important to interpret and discuss the median and standard deviations during the PTR review process. <p>From the Senate Diversity Committee meeting, 10.17.11:</p> <ul style="list-style-type: none"> • Last year, the SET’s were studied. There appeared to be a bias against women and people of color. • How can we be fairer? • How can we get OIR to provide medians and standard deviations? <p>From the PCID Steering Committee, 12.15.11:</p> <ul style="list-style-type: none"> • Medians are included on the reports, which is a fairer representation of the data. |
| <p>e. Climate</p> | <p>Create ombudspersons at the department and college level.</p> |

| | |
|---|--|
| | <p>Have the ombudspersons separately report on issues of bias and climate.</p> <p>Climate Surveys</p> <ol style="list-style-type: none"> 1. general social climate survey (including attitudes, perceptions and experiences); every two years 2. social climate survey(s) that target various groups about their perceptions and experiences; every two years <p>NOTE: The “Climate Survey” that Vicky Madgley spoke about is will not address many of the issues that the sub-committee wants to understand and address (it is focused on civility).</p> <p>Gather information on problems and, as applicable, any individual or departmental success in addressing these problems.</p> <p>Periodically ask faculty, staff and students about their confidence in ODE.</p> <p>Recognize this represents additional work for staff, and for faculty as stated in point b. above.</p> <p>Address the problems</p> |
| <p>f. The tenure process may not be designed to be cognizant of the experiences of faculty.</p> | <p>Use the CLAS Dean’s joint-appointment guidelines as a template for developing processes that support talented faculty at UConn.</p> |
| <p>g. attrition</p> | <p>Provide data on the attrition of faculty from socially oppressed groups.</p> |
| <p>h. find out why people are leaving</p> | <p>Develop a policy and procedures for exit interviews.</p> <ol style="list-style-type: none"> 1. Interview faculty from socially oppressed groups to determine why they are leaving. 2. Use quantitative and qualitative methods |

STAFF

| Issues that might affect retention | Possible solutions |
|---|---|
| <p>a. Staff from socially oppressed groups are sometimes isolated in their departments.</p> | <p>Create a group of mentors within and outside departments.</p> |
| <p>b. Staff from socially oppressed groups in some departments are often asked to serve on many more committees and participate in many</p> | <p>Protect staff work time-ensure that a wide variety of individuals at all levels are asked to contribute to diversity initiatives (i.e. ensure that the same people</p> |

| | |
|---|--|
| <p>more events than their peers in order to contribute to the university's diversity initiatives.</p> | <p>are not being asked over and over to serve).</p> |
| <p>c. Climate</p> | <p>Create ombudspersons at the department and division level.</p> <p>Have the ombudspersons separately report on issues of bias and climate.</p> <p>Climate Surveys</p> <ol style="list-style-type: none"> 1. general social climate survey (including attitudes, perceptions and experiences); every two years 2. social climate survey(s) that target various groups about their perceptions and experiences; every two years <p>Gather information on problems and, as applicable, any individual or departmental success in addressing these problems.</p> <p>Recognize this represents additional work for staff as stated in point b. above.</p> <p>Address the problems</p> |
| <p>d. attrition</p> | <p>Provide data on the attrition of staff from socially oppressed groups.</p> |
| <p>e. find out why people are leaving</p> | <p>Develop a policy and procedures for exit interviews.</p> <ol style="list-style-type: none"> 1. Interview staff from socially oppressed groups to determine why they are leaving. 2. Use quantitative and qualitative methods |

THE 2011-2012 PROVOST'S COMMISSION ON INSTITUTIONAL DIVERSITY MEMBERSHIP:

Salome Raheim, Co-Chair
Jeremy Teitelbaum, Co-Chair
Carol Atkinson-Palombo
Janet Barnes-Farrell
Noel Cazenave
Xiaomei Cong
Michael Ego
Maria-Luz Fernandez
Kaaryn Gustafson
Anne Hiskes
Kathleen Holgerson
Andrea Hubbard
Mohamed Hussein
Fleurette King
Donna Korbel

Lynn Kuo
Ana Legrand
Donald Les
Allison Mackay
Willajeanne McLean
Thomas Peters
Laurie Pudlo
Bandana Purkayastha
Xae Reyes
Diana Rios
Evelyn Simien
William Stwalley
Christine M. Wilson
Robert Yanez

**APPENDIX H:
2015 SENATE DIVERSITY SUBCOMMITTEE REPORT**

Retention of
Underrepresented
Faculty and Staff



Presented by Maria Luz Fernandez, PhD
(Diversity Committee Chair)

to the University Senate

March 2, 2015



Senate Diversity Committee



- ☞ The Committee was created on **November 10, 2008**
- ☞ **Charge:** This committee shall review University policies, practices, and conditions relevant to supporting and promoting diversity among **students, faculty, and staff**. This committee may recommend any desirable expressions of Senate opinion on these matters, and it shall make an annual report at the April meeting of the Senate

UConn Efforts for Diversity



Why are we still having so many problems in the retention of diverse faculty and staff ?

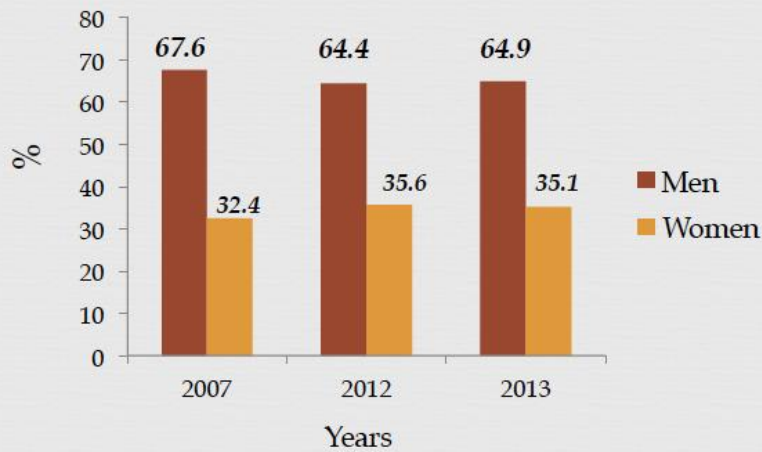
Underrepresented Students at UConn

- ☞ Highly successful Undergraduate recruitment
- ☞ High rates of retention (82% for 2013)
- ☞ What are we doing right with students?



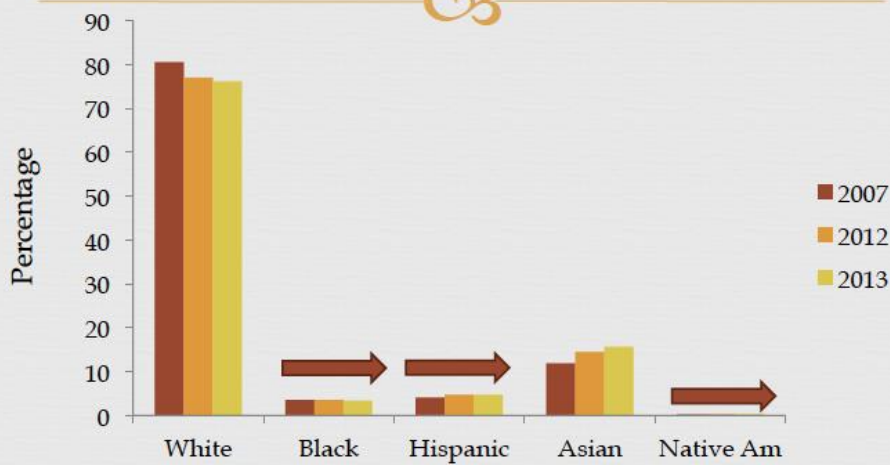
UConn: What the numbers tell
us about faculty and staff

Faculty: Gender



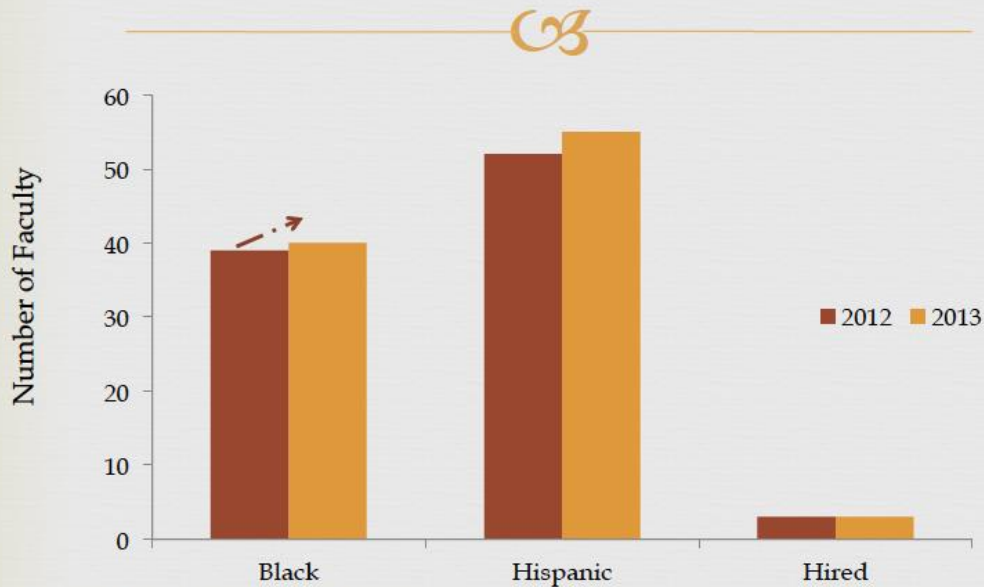
Adapted from the ODE web site

Faculty: Diversity



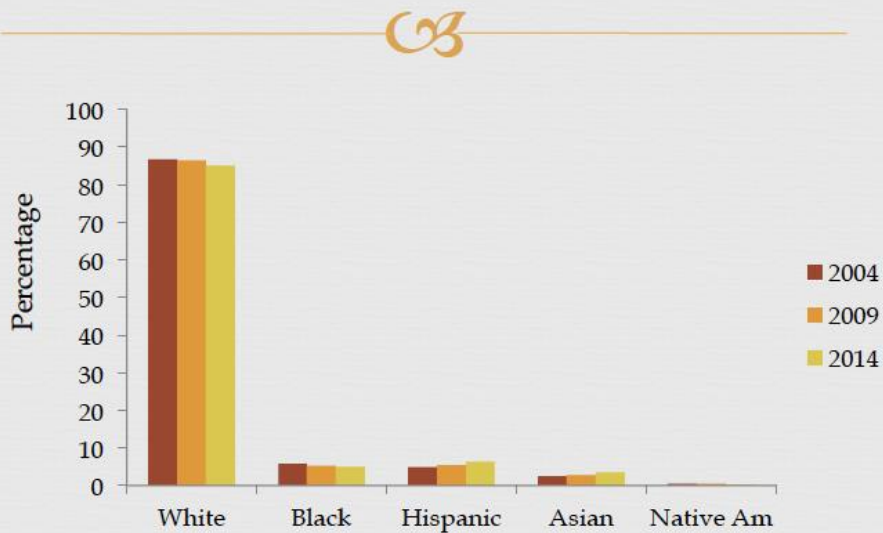
Adapted from the ODE web site

Faculty: Under-represented



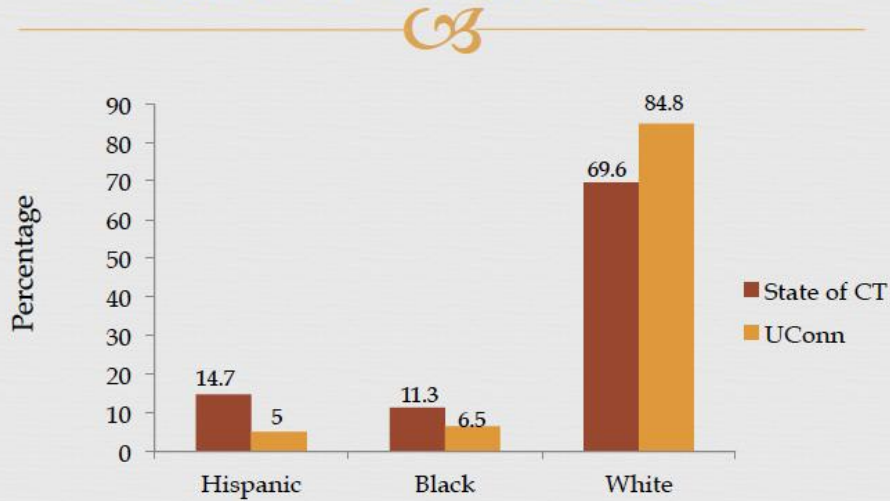
Adapted from the ODE web site

Staff: Diversity



Adapted from the ODE web site

Staff: Comparisons with the State of Connecticut



Adapted from the ODE web site

Retention Strategies



Numerous Initiatives



- ❧ President's Office
- ❧ Office of Diversity and Equity (ODE)
- ❧ Provost Office
- ❧ Human Resources
- ❧ Women's Center
- ❧ Deans
- ❧ Various Committees



What can we do?

Proposed Initiatives



- ☞ **Central Diversity Office with a main focus on initiatives for the recruitment and retention of diverse faculty and staff**



Diversity Office

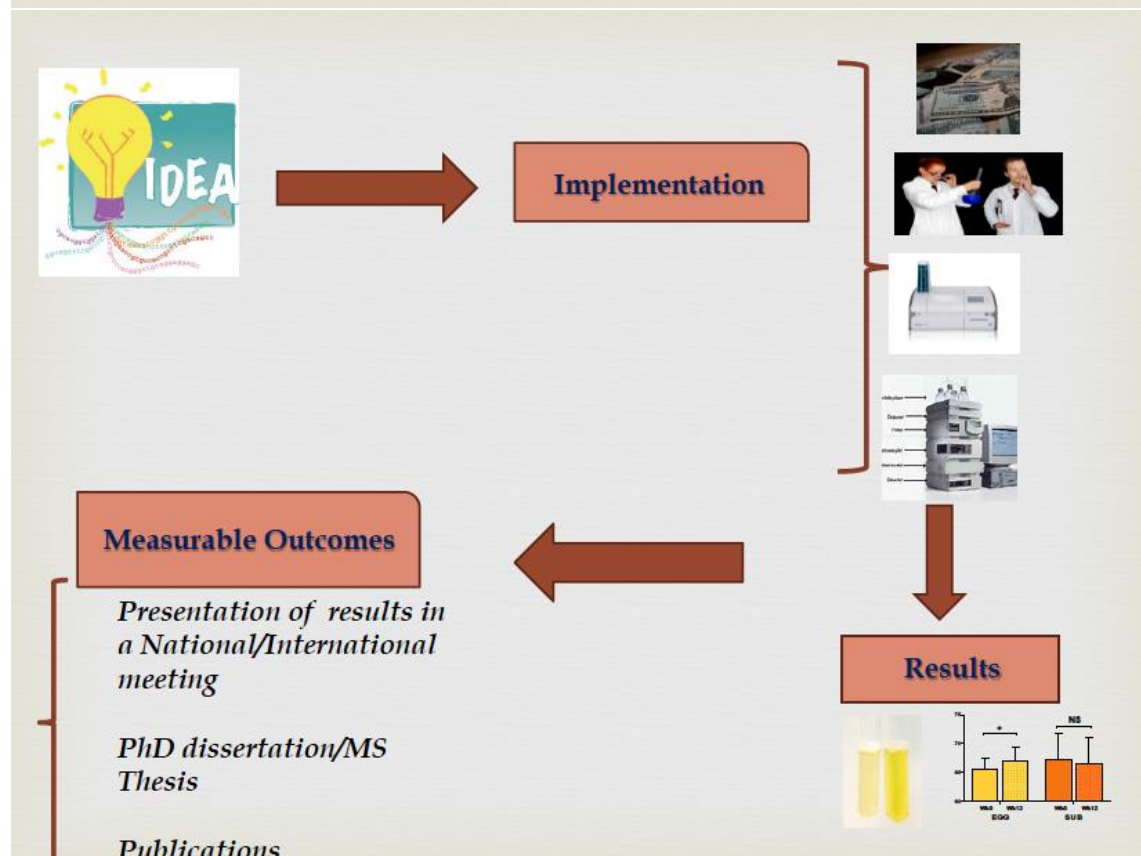


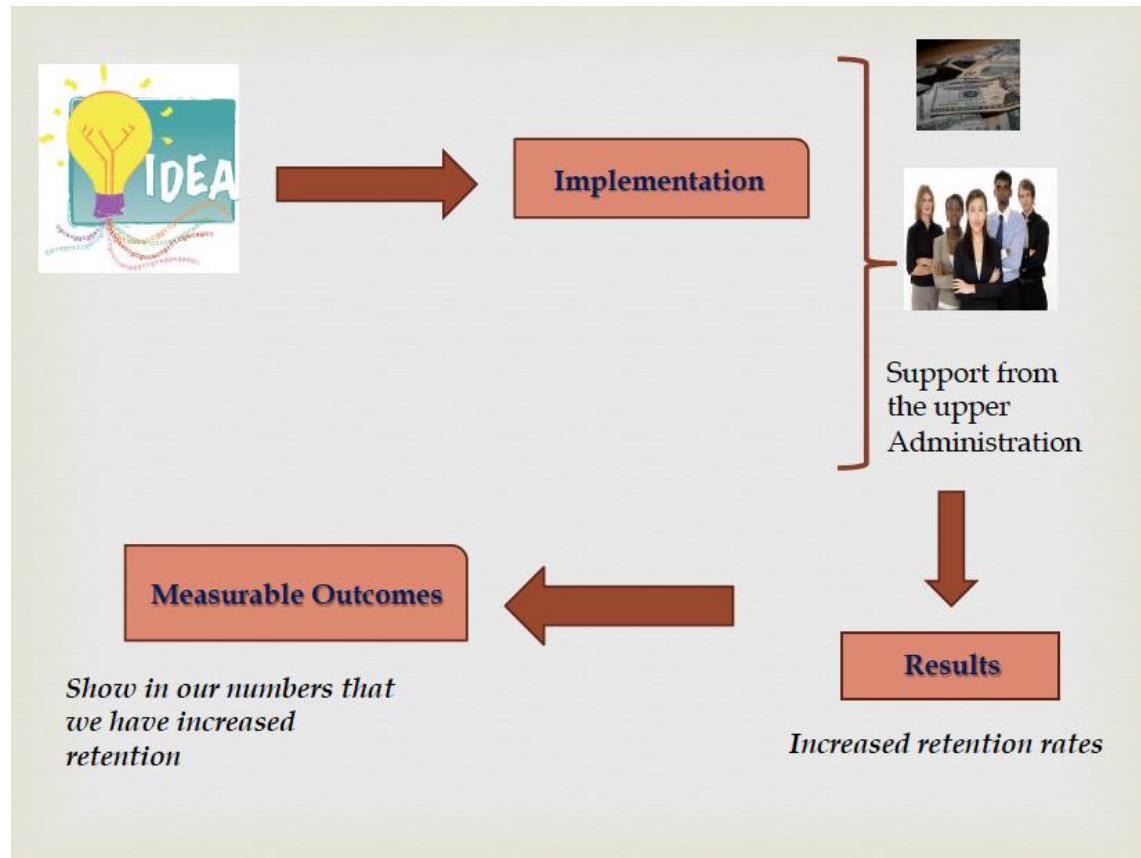
- ☞ Different from **ODE**
Regulatory, focus on compliance
Gathering of diversity data
- ☞ Proposed **Diversity Office**
Dedicated to the recruitment and retention of minority faculty and staff
In charge of Implementing strategies to retain diverse faculty and staff

Diversity Office



- ☞ **Composition:** Office should have in addition to a Diversity Officer, **active participation** of faculty and staff
- ☞ “Diversity Caucus”
- ☞ *Ideas* come from this office





Numerous ideas

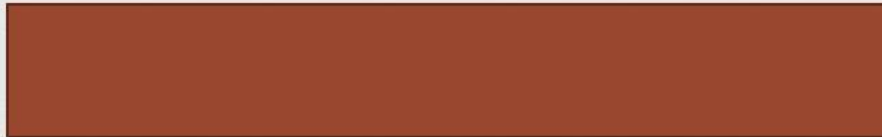


- ❧ *Ambassador Programs*
- ❧ *Spousal Hires*
- ❧ *Teaching support*
- ❧ *Collaborative grants program*
- ❧ *Travel awards to enhance research*
- ❧ *Training workshops*
- ❧ *Invited Speakers*
- ❧ *Exit Interviews*
- ❧ *Celebration of Diversity*

Proposed Initiatives



- ❧ Central Diversity Office with a main focus on initiatives for the recruitment and retention of diverse faculty and staff
- ❧ **Institutionalize a Mentoring Program to support underrepresented faculty and staff through the various stages of their career at UConn**



Mentoring Program



Someone who teaches or gives **help** and **advice** to a less experienced and often but not necessarily a younger person

Mentoring



- ☞ Mentoring beyond Academic Success
- ☞ Social and Personal Components
- ☞ Resource for Individuals

Example:

HEMBRA Program

Mentoring Program



For Faculty:

- ☞ Adapt to the new environment
- ☞ Navigate the tenure process
- ☞ Promotion to full Professor
- ☞ Leadership and Community Service

For Staff

- ☞ Training in the work place
- ☞ Support for Promotion
- ☞ Leadership and Community Service

Proposed Initiatives



- ❧ Central Diversity Office with a main focus on initiatives for the recruitment and retention of diverse faculty and staff
- ❧ Institutionalize a Mentoring Program to support under-represented faculty and staff through the various stages of their career at UConn
- ❧ **Promote diversity among students, faculty and staff by giving excellence in diversity awards on a yearly basis to show that *Diversity matters at UConn***

National Award for Diversity



- ❧ Higher Education Excellence in Diversity (HEED)



Outstanding Commitment for Diversity and Inclusion

Targeted awards



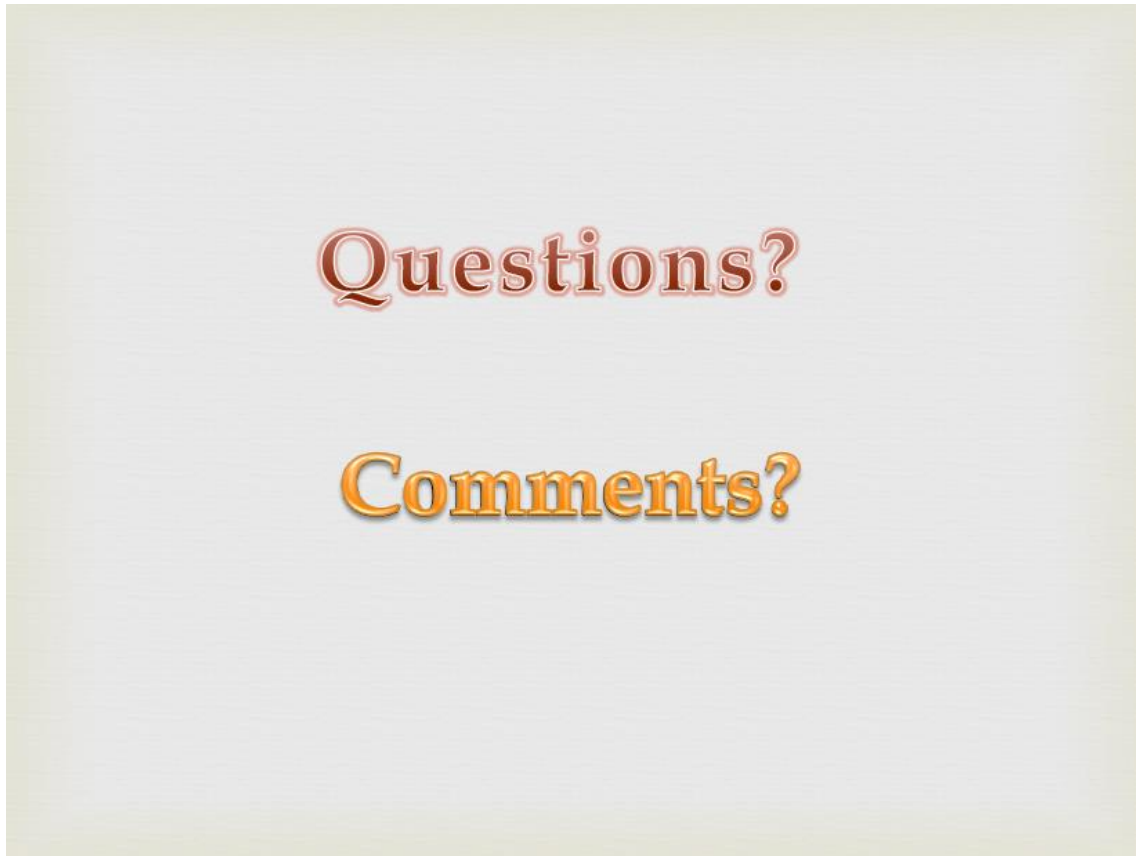
- ∞ Individuals who have gone above and beyond to promote inclusion, equity and social justice
- ∞ Students (Graduate and Undergraduate)
- ∞ Faculty
- ∞ Staff

Concluding thoughts



- ∞ Retention of Diversity faculty and staff should not be a topic of discussion but rather a goal that should be actively pursued





THE 2014-2015 SENATE DIVERSITY COMMITTEE MEMBERSHIP

Maria-Luz Fernandez, Chair
Michael Bradford
Sandra Bushmich
Casey Cobb
Elizabeth Conklin
Manisha Desai
Alice Fairfield
Matthew Hughey
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